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ABSTRACT

This guide was created for school administrators, parents, teachers, and community groups interested in developing effective alcohol and drug abuse prevention programs for elementary and secondary schools. A comprehensive approach to school-based alcohol and drug prevention is described and various prevention activities which have been selected by the National Highway Traffic Safety Administration are related to highway safety issues. Each of the five chapters of this guide focuses on a different but related approach to alcohol and drug education. Classroom education and teacher training are discussed in Chapter 1, which contains curricula and related materials for a basic alcohol and drug education program, "Here's Looking at You Two," and for drinking and driving programs which can be used in conjunction with ongoing highway safety/driver education programs. The need for parent education is addressed in Chapter 2, which describes methods by which parents can support and reinforce the effectiveness of classroom alcohol and drug education. "The Family Interaction Program" is highlighted in this section, with a discussion of program goals, special features, and activities. Community approaches are described in Chapter 3, including the Sumner Tobacco and Alcohol Risk Reduction Project (STARR) of Pierce County, Washington and a variety of programs designed to involve community organizations and institutions in school-based prevention efforts. In Chapter 4 two types of early intervention approaches for students with alcohol or drug problems are described, the "Natural Helpers Program" and "The Student Assistance Program." The need for realistic school policies regarding alcohol and drug use is stressed in Chapter 5 and guidelines for policy development are provided. Sample materials and forms from each of the model prevention programs are included in a colored resource pages section at the end of each chapter. (NRB)

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U.S. Department of Transportation

National Highway Traffic Safety Administration

NHTSA Prevention Guide

The Best Prevention: Model Alcohol and Drug Education Program

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Classroom Education and Teacher Training

Chapter 1

The logical place to begin a school-based program of alcohol and drug education is in the classroom. If young people are to make responsible decisions about alcohol and drug use, they need both basic information and a variety of decisionmaking and coping skills. Alcohol and drug education is a process rather than a simple collection of "fact," and a classroom setting provides a good location in which that process can begin.

This chapter describes two types of classroom education: 1) basic alcohol and drug education, and 2) drinking and driving curriculums which can be used in conjunction with ongoing highway safety/driver education programs.

Introduction

The damage associated with alcohol and drug abuse is scattered throughout our society—broken homes, broken careers, broken lives. But nowhere is the damage more evident than among our young people. Each year, more than 8,000 teenagers and young adults are killed in alcohol-related driving accidents; another 40,000 are injured. Drinking and driving is the leading cause of death for the nation's young people.

One way to break the tragic connection between alcohol and drug abuse and highway fatalities is to better educate our young people. Increasingly, schools, parents, and young people themselves are struggling to improve the alcohol and drug education offered in elementary and secondary schools. Their words express the urgency of the need:

> I've been a school administrator for 30 years. I think our school does a pretty good job of educating kids. But what we're not doing is dealing with the alcohol and drug problems that we see every day. More kids—and younger kids—seem to be abusing alcohol and drugs. As an educator, I think the schools have a responsibility to do something about the problem. But I don't know where to start. If my school wants to design a good alcohol and drug education program, what would it look like, and how much would it cost?
>
> **—A school principal**

> I've been teaching driver education in this high school for years, and sometimes it can be pretty frustrating. Kids can learn to drive all right, but they don't seem to learn other things that you need to know to be a good driver. I want to keep them from driving when they're drunk or on drugs, and I'd like to make sure that they use their seatbelts when they're driving. But how do I get those messages across?
>
> **—A driver education teacher**

> I have two children. My son's in the fourth grade and my daughter's just finishing ninth grade. Like other parents, I'm afraid that they'll get involved with alcohol and drugs. What can I do to prevent that? How can I work with their schools to make sure they don't get into trouble?
>
> **—A parent**

This guide is designed to answer questions like these. It has been developed for school administrators, parents, teachers and community groups who are interested in developing effective alcohol and drug abuse prevention programs for elementary and secondary schools. Rather than present isolated activities or projects, it attempts to describe a comprehensive approach to school-based alcohol and drug abuse prevention, and to relate prevention activities to highway safety issues.

This guide discusses a variety of prevention approaches which have been selected for dissemination by the National Highway Traffic Safety Administration (NHTSA) of the U.S. Department of Transportation. Most of the prevention approaches discussed in this guide were developed with funding provided by the U.S. Department of Health and Human Services or the U.S. Department of Transportation. Over the past 5-10 years, a wide variety of demonstration prevention programs has been developed throughout the nation. Some have proved effective while others have not. This guide describes what NHTSA believes are the best prevention approaches developed to date.

In selecting prevention approaches for this guide, NHTSA utilized the following criteria:

- *The prevention approaches which are selected should together comprise a comprehensive youth alcohol and drug education program.* Together, they should answer the basic question: What are the elements which make up a comprehensive prevention program?

- *The prevention approaches should include a comprehensive and coordinated K-12 alcohol and drug education curriculum.* The core of any alcohol and drug education program should be the presentation of a prevention curriculum in the classroom. Ideally, an alcohol and drug education curriculum should be self-contained, sequential, and designed to achieve a cumulative effect over time. It should also include a teacher training component to insure effective classroom implementation of the curriculum.
- *The prevention approaches should relate alcohol and drug abuse prevention to highway safety.* Young people who abuse alcohol and other drugs are more likely to die in traffic accidents than from any other cause. So highway safety should be a theme that is integrated into alcohol and drug education whenever possible.
- *Both prevention and early intervention approaches should be included.* Schools need to develop effective programs to prevent alcohol and drug abuse among young people. But a good prevention program will inevitably surface alcohol and drug problems within the schools, and schools also need early intervention programs designed to deal with those problems.
- *The prevention approaches should already be well documented.* Many good ideas are never documented. The prevention approaches selected for this guide have their basic documentation (curriculum guides, teacher training manuals, parent education guides) in place. They are ready to be implementated in other schools without major revision.
- *The prevention approaches should be state-of the-art.* They should represent the best conceptualized and documented prevention approaches which have been tested to date.

These criteria were used to screen a wide range of prevention approaches which have been developed throughout the country. This guide does not describe every good alcohol and drug abuse prevention idea which has been developed. Many good programs have not been sufficiently documented to be useful in other communities. Other prevention programs are limited in their scope. They provide alcohol and drug information in only a few grade levels and do not represent a comprehensive approach to youth alcohol and drug education nor relate it to highway safety issues.

The state of the art in elementary and secondary school alcohol and drug education is constantly changing. New program approaches will surely be developed which are as good or better than the ones described in this guide. But NHTSA believes these programs currently represent the best comprehensive approach for school personnel, parents, and community groups involved in designing and implementing prevention programs for their schools.

Each chapter of this guide focuses on a different but related approach to alcohol and drug education. This guide is organized as follows:

- *Chapter 1* describes the core of any alcohol and drug education program—**classroom education and teacher training.**
- *Chapter 2* describes **parent education**—methods by which parents can support and reinforce the effectiveness of classroom alcohol and drug education.
- *Chapter 3* describes **community approaches**—a variety of programs designed to involve community organizations and institutions in school-based prevention efforts.
- *Chapter 4* describes two types of **early intervention** approaches—programs designed to provide help to students who have alcohol, drug and related problems.
- *Chapter 5* describes the need for clear and realistic **school policies** regarding alcohol and drug use and abuse and provides guidelines for policy development.

To make this guide as useful as possible for school personnel, parents, and community groups involved in developing alcohol and drug education programs, sample materials and forms from each model prevention approach have been included on colored Resource Pages at the end of each chapter.

This guide represents the first of a series of NHTSA publications which will focus on education and highway safety issues. In future years, NHTSA plans to publish:

- A K-12 traffic safety curriculum which will have four major content areas: 1) alcohol and drugs, 2) safety restraints, 3) pedestrians, and 4) bicycles.

Basic Alcohol and Drug Education

The core of any alcohol and drug education program should be the presentation of basic alcohol and drug information in a classroom setting. Most States have laws or regulations which require the students be exposed to alcohol and/or drug information as part of the basic elementary and secondary school curriculum. However, in many communities, alcohol and drug education—if provided at all—is haphazard and sporadic.

School districts which have attempted to do more in the area of alcohol and drug education have often encountered a number of problems and constraints. Typical problems involved in providing drug and alcohol education are reflected in such comments as:

- "It's too controversial—parents won't like it."
- "The curriculum is already too crowded."
- "There's no money to hire someone trained to teach it."
- "Our materials are outdated and our teachers don't have time or money to put a new unit together."

- "We gave them information before and it didn't change anything."
- "We don't need it—we don't have any alcohol or drug problems in our district."

Despite the difficulties involved, the need for effective classroom education on alcohol and drugs remains. Alcohol and other drugs are very much a part of our current society. Most of us—and most of our children—will be faced with many drug-related decisions throughout our lives. We will have to decide whether to abstain or to use alcohol and other drugs. If we choose to use them, then we will face a wide range of decisions about quantity, frequency, location, time, circumstances, etc. In addition, we will need to decide about our behavior in drug-related situations such as: driving a car after drinking; hosting a party; riding with someone who has been drinking; dealing with a friend or relative who is chemically dependent; or voting on laws related to alcohol and other drugs.

The goal of an effective alcohol and drug education program should be to help young people learn to make responsible decisions about alcohol and other drugs. If young people are to make responsible decisions, they need clear, factual information about alcohol and other drugs. But since decisions about alcohol and drugs involve a wide range of personal values and decisionmaking skills, an effective alcohol and drug education program should provide skills as well as information. It should help provide young people with the insights and skills which they need to apply alcohol and drug information in their own lives.

The "Here's Looking at You Two" Program

"Here's Looking at You Two" is an alcohol and drug abuse prevention program developed by the health education staff at Educational Service District #121 in Seattle, Washington, with the support and assistance of the Washington State Bureau of Alcohol and Substance Abuse and the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

"Here's Looking at You Two" is a comprehensive K-12 alcohol and drug education program which combines two earlier programs. The first—"Here's Looking at You, A Teacher's Guide for Alcohol Education"—was an alcohol education program. First developed in 1975, it has been tested extensively in the field. It has been selected as a model program by the National Highway Traffic Safety Administration (NHTSA), NIAAA, and the States of Alaska, Utah, New Jersey, and Pennsylvania. It is currently being implemented in 43 States and 7 foreign countries.

A separate drug education program titled "If Drugs Are the Answer...Who Knows the Questions? A Teacher's Guide for Drug Education," was developed in 1979. It utilized those components, activities, and materials which had proved most effective in the original "Here's Looking at You" curriculum. In 1981, the drug and alcohol curriculums were combined, with support provided by the Washington State Bureau of Alcohol and Substance Abuse and the National Institute on Drug Abuse.

NHTSA and NIAAA have selected the "Here's Looking at You Two" combined alcohol and drug curriculum for widespread dissemination. This decision was based on the fact that the "Here's Looking at You Two" curriculum best meets the criteria those agencies developed for effective alcohol and drug education programs. Those criteria are:

- The program provides a comprehensive and coordinated curriculum for grades K-12.
- The program includes a curriculum which is self-contained at each grade level, sequential, and designed to achieve a cumulative effect over time.
- The program includes a teacher training component to insure effective classroom implementation of the curriculum.
- The program has been field-tested in different communities/States, and has demonstrated a positive impact through formal program evaluation.

In addition to these criteria, the "Here's Looking at You Two" program has a number of other characteristics which NHTSA and NIAAA felt were important. These included:

- It provides specific drug and alcohol information, builds information gathering and evaluation skills, and also addresses decisionmaking, coping, and self-concept issues.
- It includes creative curriculum materials of high quality which are easy to use. The curriculum thus requires minimum preparation time by the teachers who use it.
- The program includes a mechanism for continuing evaluation and revision of curriculum materials to insure up-to-date information.

The "Here's Looking at You Two" program has two major components. They are:

- A comprehensive school curriculum for grades K-12, including alcohol and drug information, decisionmaking, coping skills, and self-concept, which can be taught as a unit or integrated into a variety of curricular areas.
- A teacher training program involving a 30-hour course to prepare teachers to implement the alcohol and drug curriculum in their classrooms.

The following sections of this chapter describe the "Here's Looking at You Two" curriculum and teacher training program in detail.

Philosophy, Goals, and Objectives of the "Here's Looking at You Two" Curriculum

The "Here's Looking at You Two" curriculum project is grounded on the basic philosophy that the incidence of alcohol and drug abuse problems among young people will decrease if they have a greater degree of self-esteem, are better able to cope with life's problems, have current facts about alcohol, other drugs and chemical dependency, are more skilled at handling interpersonal relationships, and have practice in making reasoned decisions. This premise is reflected in both the content and the goals and objectives of the curriculum. The goals of the curriculum include:

- *Information*—Young people exposed to the curriculum should a) receive clear and accurate information about alcohol and other drugs and their effect upon an individual's physical, psychological, and social well-being, and b) develop skills for gathering and evaluating alcohol and drug information.
- *Decisionmaking*—Young people will a) develop the skills involved in making responsible decisions, and b) understand the factors that influence the decisionmaking process.
- *Coping*—Young people will a) learn to identify sources of stress, and b) develop skills for coping responsibly and effectively with stressful situations.
- *Self-Concept*—Each young person exposed to the curriculum will learn that a) he / she is a unique and special person, b) that he / she has strengths and weaknesses, and c) that he / she can develop skills in directing personal growth.

In addition to these general curriculum goals, specific educational objectives have been established for students who participate in the "Here's Looking at You Two" alcohol and drug education program. These objectives include:

Information. Youth who are exposed to the curriculum are expected to have an increased understanding of the physiological, psychological, and social implications of alcohol and drug use and abuse: to know how to gather additional information about alcohol and drugs; to have the ability to distinguish between reliable and unreliable sources of information; and to distinguish between relevant and irrelevant information when evaluating a specific alcohol- or drug-related issue.

Decisionmaking. Youth who participate in the program are expected to gain new skills in: identifying and defining problems or decisions which they are facing; gathering information, brainstorming alternatives, and predicting the consequences associated with different choices and behaviors; identifying factors that influence decisionmaking such as: attitudes, values, feelings, emotions, advertising, pressures from peers, and the family, risk levels, and habits; making appropriate decisions; developing an action plan; acting on the basis of a clear decision; and evaluating the appropriateness of their decisions.

Coping Skills. Students participating in the program are also expected to gain skills in: identifying sources of stress in their lives; recognizing when they are stressed and how it affects them; identifying coping mechanisms to deal with stress; and determining the consequences of their coping behaviors.

Self-Concept. Finally, participating youth are expected to increase their self-awareness by: identifying what is important to them (people, places, things, values); recognizing their feelings and knowing how to express them; explaining how they feel about themselves; and identifying their various roles and activities. In addition, increases in positive self-concept are expected to lead to better skills in the identification of personal strengths and weaknessess and the development of skills in [illegible] and practicing changed behaviors. (A grid displaying the full range of program goals and objectives is presented in the colored Resource Pages at the end of Chapter 1.)

Key Features of the "Here's Looking at You Two" Curriculum

The "Here's Looking at You Two" curriculum is a comprehensive K–12 program that is divided into seven grade-level groupings: 1) kindergarten and first grade, 2) second and third grades, 3) fourth grade, 4) fifth grade, 5) sixth grade, 6) junior high (grades 7–9), and 7) senior high (grades 10–12). Some of the unique features of the "Here's Looking at You Two" curriculum include:

The curriculum is easy to use. A Curriculum Guide is available which presents: 1) detailed lesson plans for 20 activities at each grade level, and 2) a reference section of alcohol and drug information called the "Yellow Pages." Each lesson plan specifies the objective, materials to be used, and reference pages to read for a given activity. The method and content of the lesson are outlined, step by step, including discussion questions. All of the supportive materials for a given lesson—including pictures, posters, filmstrips, films, instructional games, worksheets, cards and student reference materials—are packaged in kits (2 ′ × 1 ′ × 1 ′ plastic tubs) which are loaned to teachers for a 4-week period. Teacher preparation time is minimal, yet the lessons are exciting and keep students involved.

The curriculum is varied, flexible, sequential, and begins early. It was designed so that students could begin in kindergarten and continue in the program each year without saying, "We did it last year." Information and skills are introduced gradually, according to the learner's ability. Many of the same skills are expanded and reinforced through different methods and activities at each grade level. It is possible to begin the program at any grade, although the best results occur with students who have participated in the entire K–12 program. Activities and materials include lectures, games, films, discussions, posters, books, etc. They can be adapted for large and small groups, individuals, and learning centers. Students have the opportunity to share their ideas and opinions as well as gain accurate information.

The curriculum is dynamic, not static. It is presented in a loose-leaf notebook so teachers can add their own modifications to activities. Each activity page has an evaluation scale from "Ugh!" to "Wow!," and teachers are encouraged to mark their feelings about the activity after the lesson, noting any changes they would make next time. That information is communicated to project staff via an evaluation form returned with the kit and is used to revise activities to meet changing teacher needs.

The curriculum can be shared by schools. Curriculum kits can be circulated among schools for 4-weeks a year at each school. Teachers keep a copy of the Curriculum Guide and use activities throughout the year that don't require kit materials.

The Curriculum Guide

The "Here's Looking at You Two" Curriculum Guide is divided into two major sections: 1) a series of grade-level learning activities, and 2) an alcohol an drug information supplement, the "Yellow Pages."

In the *Activity Section,* there are approximately 20 alcohol and drug education activities for each of the seven grade-level groupings. Each activity requires approximately 15-20 minutes at the primary level; 30-40 minutes at the 4-6 grade levels; and from 45-60 minutes at junior and senior high school levels. Activities are provided for each of the four major conceptual areas of the curriculum. Samples of curriculum activities by conceptual area for a variety of grade levels are described below. (Actual sample pages of the Activity Section of the Curriculum Guide are reproduced at the end of this chapter.)

Sample Curriculum Activities

Drug and Alcohol Information

- *Kindergarten-first grade* students learn why a substance cannot be identified just by looking, tasting, or smelling. Children are introduced to a look-alike display board, which contains medications and candies, and decide first which is candy and which is medicine, and then discuss the reasons why they need to ask a qualified adult before handling any medication, drug, or questionable substance.

  A set of pictures is also used at this level to explore the idea of, "How much is too much?" Children also discuss, "Is too much the same for everyone?" and, "What happens when you have too much of something?"
- *Second-third grade* students use photoboards to examine the effects of the use and abuse of alcohol and other drugs.
- Students at the *fourth grade* level sort various drugs into three categories to better understand the concept of prescription, over the counter, and illegal drugs.

Another activity used at this grade level is a variation of "Hollywood Squares," entitled "Pharmaceutical Squares." Student experts are selected to fill in the "Pharmaceutical Squares." The remainder of the class is divided into two teams, Xs and Os. Questions are posed to the "experts" and the teams decide whether they agree or disagree with the experts' responses. The first team to get TIC-TAC-TOE wins.

- *Fifth grade* students use a Fish Game to learn why alcohol and other drugs are used in our society. A gameboard displays different reasons why people use (or abuse) drugs: ritual, medicinal, cooking, compulsive, and recreational. With a fishing pole students fish a card from the center of the board. After reading the card identifying a particular alcohol/drug use or abuse situation, they decide which of the five categories it best fits. They then place the card in the space on the gameboard, and justify their choice to other members of the group.

  As a follow-up to the fish activity, students review a series of posters that outline the factors that determine the effects of drugs or alcohol on a person.
- The *sixth grade* curriculum uses a Learning Center approach to develop drug and alcohol information with students. Two of the activities from the Learning Centers are the "Dial a Drug" wheel and the "Maze Craze." Both stress accuracy of information and give students an opportunity for in-depth study.
- At the *junior high* level, drug information pamphlets are used in conjunction with a research project form which helps students study a specific drug category. Small groups are used for this activity.
- At the *senior high* level, students get alcohol and drug information from individual research, speakers, and films.

Decisionmaking

- One *kindergarten-first grade* activity is entitled "Amy and the Surprise." At the conclusion of a short story about decisionmaking, children are asked to name some of the other choices (alternatives) Amy had. These choices are written on an "Alternatives Chart." The chart can be used to consider both Amy's decision and others generated by the children. As a result of this activity, children begin to see that for every problem situation there may be many possible solutions from which to choose.
- At the *second-third grade* level, there is a continuation of the decisionmaking process. Students examine photoboards of safe and unsafe situations and identify the consequences associated with them.
- In the *fifth grade,* a role play activity entitled "Senate Hearing" is used. Students are given roles to play from role cards. The Hearing centers around the issue of banning all drug and alcohol advertising from TV during hours when children

- *Sixth graders* explore the impact of human factors on the decisionmaking process. By using "Attitude Photoboards," students discuss how parental attitudes impact their decisionmaking.
- In *junior high*, the "RISKO" game is used. Students examine the concepts of risk, risk vs. gain, and the consequences of potential risk situations. This activity concludes with a discussion of the role that risk taking plays in the decisionmaking process.

Another important area for students to explore is the impact of alcohol and drug advertising. In junior high, students review alcohol and drug advertisements and decide, using a "Techniques of Persuasion" worksheet, which technique is being employed to sell the product.

- *Senior high* students are involved in a role play entitled "Alien Invasion." Each student chooses a role card and responds to the following situation:

> Aliens have invaded the earth. They have consumed all drugs of the planet—prescription, over the counter, and illegal. We have a chance to start over. Which drugs should be kept and which should be eliminated?
> are most likely to be viewing.

Coping Skills

- In *kindergarten-first grade*, children explore stress as a natural part of living. The teacher reads the story of "Alexander and the Terrible, Horrible, No-Good, Very Bad Day" to the class, the children hearing about a boy's bad day. Students are encouraged to share similar experiences they have had and the feelings that were involved.

The puppet "Froggy" is also used at this level. He helps students explore the concept that there are certain feelings associated with stressful situations and that we need to be able to understand where those feelings come from and to express them.

- At the *sixth grade* level, students focus on "Where to Turn" for help. After hearing a problem situation described, students decide "where to turn" for help, guidance, or just for a good listener. They mark that response on their worksheets and discuss optional ways of getting help.
- In *senior high*, one activity focuses on "friends" as helpers. Students listen to songs about friendship and discuss what qualities they consider important in a friend and how many of those qualities they have.

Senior high students also select a book from the "Coping With" series. Using a worksheet, they list the skills described in their book as well as the stressful situation that occurred. These responses are then discussed in small groups.

Self-Concept

- At the *kindergarten-first grade* level, the curriculum focuses on self-awareness. The "Feely Head" is used to make children more aware of their feelings and how these feelings can have an impact on their behavior. This activity is followed by having children select an "emotion card" and act it out for his/her classmates. Here, the focus is on acceptable and unacceptable ways of expressing feelings in various situations.

"One of the Bunch" is a puzzle used at the kindergarten and first grade level to explore the ideas of being included and accepted and the feelings that go along with them.

- In the *second-third grade*, students have a chance to reflect on the "Most Special Thing in the World." In this activity, students look into a box with a mirror in the bottom and, after seeing themselves in the mirror, they discuss their unique qualities. A worksheet entitled "Special Facts About Me" is then completed.

Books are an important element of the curriculum. In second-third grade, the book "Rosie and Michael" is used to initiate a discussion about friendship.

- Another book comes into use in the *sixth grade* with the "I am Lovable and Capable" story being read and enacted for the students. The discussion which follows focuses on respecting a person's feelings and contributing to a sense of self-worth.
- At the *senior high* level, the "Feel Wheel" is used by students. Situations are read and students are asked how they feel about each. The small group discussion focuses on differences in reactions to the same situation among group members and how feelings can have an impact on behavior.

The "Yellow Pages"

The second section of the Curriculum Guide features the "Yellow Pages." The Yellow Pages consist of over 150 pages of current information on alcohol and other drugs. The Yellow Pages serve as a reference section which a teacher can easily use to review the information on alcohol or drugs which she/he needs in order to teach a given lesson. Activities which utilize the Yellow Pages are cross-referenced to facilitate easy teacher access to the alcohol and drug information necessary to present the lesson. The Yellow Pages are divided into the following content topics:

Philosophy
Glossary
Myths about Alcohol and Other Drugs
Decisionmaking
History
Industry
Drugs and the Human Body
Drug Pharmacology
Dependence
Treatment of Drug Abuse

Overview of International, Federal, State and Local Drug Laws
Safety
Drug Patterns and Trends
Resources

A more detailed outline of the contents of the Yellow Pages and sample "Yellow Pages" are included at the end of this chapter.

The Curriculum Kits

In the addition to the activity sheets included in the Curriculum Guide, the "Here's Looking at You Two" curriculum utilizes a wide range of instructional materials. Each set of materials—including discussion pictures, film strips, films, games, posters, cards and student worksheets—are packaged in a curriculum kit (a plastic tub approximately two feet long, one foot wide and one foot deep). There are seven separate grade-level curriculum kits, corresponding to the seven grade-level activity groupings. All of the materials needed to teach each lesson are either in the Curriculum Guide or in the curriculum kits. All materials are provided in quantities necessary for the implementation of the activity within a classroom. If worksheets are used, the master is provided in the Curriculum Guide. This makes it possible for teachers to utilize a wide variety of activities with minimal preparation time being necessary.

A list of the contents of each grade-level curriculum kit is provided in the Resource Pages.

Using the Curriculum

The "Here's Looking at You Two" Curriculum Guide is intended to be utilized in health education or similar classes. However, the curriculum has been designed so that it can be integrated into other subject area courses. On the back of each "Activity Page" contained in the curriculum guide is an "integration grid." This grid lists other school subjects (math, science, reading, and art at the the elementary level; biology, social studies, psychology, and home economics at the secondary level) in which the activity can be modified and used. Ideas for teaching the basic information contained in the activity in a different class are listed on the grid under the appropriate class subject heading. Some teachers, who feel that their curriculum is already overcrowded, teach alcohol and drug education only by adapting activities for use as specified on the integration grid. Others teach it as a 4-week unit in health education and then reinforce alcohol and drug education concepts throughout the year by using integration grid activities in other subject area classes. (The integration grid is contained on the back of each sample activity sheet provided in the Resource Pages at the end of Chapter 1.)

Teacher Training

Like any other curriculum, "Here's Looking at You Two" is only as effective as the teachers who present it. Teachers—like most other people—often have misconceptions about alcohol and other drugs and express a variety of opinions about what should be taught in an alcohol and drug education program. In addition, many teachers also have had very limited opportunity to learn and practice skills in teaching decision-making, coping, and self-concept, and in conducting open-ended classroom discussions.

If they are to be effective in presenting the "Here's Looking at You Two" curriculum, teachers need accurate information about alcohol and other drugs. They need an opportunity to explore their own feelings about alcohol and drugs. And they need to gain skills and confidence in presenting alcohol and drug information and lessons on decisionmaking, coping, and self-concept. Finally, they need to improve their abilities to facilitate non-judgmental, open-ended classroom discussions which will enable students to make their own responsible decisions about alcohol and other drugs.

The "Here's Looking at You Two" alcohol and drug education program is designed to meet these needs by including a 30-hour teacher-training program. It utilizes a 300-page teacher-training Manual. Training workshops are designed to be conducted on a 2-2 pattern: 2 consecutive days of training followed by 7 to 10 days later by 2 additional days of training workshops.

The teacher-training workshops designed for the "Here's Looking at You Two" curriculum are designed to be interesting, fun, and participatory. They are structured so that trainers model the behaviors which they want teachers to use in the classroom. The training provides participating teachers with materials which they can use with their students, and makes use of community alcohol and drug abuse specialists who can serve as resources when teachers present the curriculum in their own classrooms.

Selection of Trainees

The "Here's Looking at You Two" curriculum is designed so that it can be presented in any elementary or secondary classroom. Ideally, all elementary and secondary teachers within a school district would receive training on the curriculum. If this is not financially feasible, a viable compromise is to train at least one teacher at each grade level in each elementary school. At the secondary level, the most appropriate trainees would be health, social studies, family living, biology, psychology, and traffic safety education instructors. School counselors, nurses, and administrators should be encouraged to attend the training as well as teachers.

In most school districts, the school principal should typically be responsible for selecting training participants. Recommended criteria for selecting trainees include:

- The teacher/staff person should demonstrate an interest in being involved in alcohol and drug education.
- The teacher/staff person should demonstrate a good rapport with students and other staff and be able to work with them effectively.

- The teacher/staff person should have an opportunity to teach alcohol and drug education in his/her classroom.

Although many principals have selected participants according to these criteria, others have asked for volunteers, had the staff elect trainees, or simply appointed qualified staff members.

An important element in the selection of trainees is the development of inducements. Teachers who participate in the training have the opportunity to learn and refine classroom teaching skills while gaining clear and useful information about alcohol and other drugs. They receive a Curriculum Guide which includes prepared lesson plans for their grade level. In addition, many school districts which have utilized the "Here's Looking at You Two" curriculum offer college credit or professional training credit for teachers who participate in the workshop.

Training Objectives

Teacher training for the "Here's Looking at You Two" curriculum has been designed to achieve a number of explicit objectives. The objectives of the training are that, as a result of participating in the workshop, a teacher will be able to:

- demonstrate a basic foundation of knowledge regarding alcohol and other drugs;
- clarify his/her own attitudes toward alcohol and other drugs;
- gain knowledge of the goals and use of curriculum materials;
- increase his/her skills in conducting open-ended discussions and role plays;
- be able to help students or other staff members having alcohol and drug abuse problems by knowing how, when, and where to refer them for professional help; and
- initiate the "Here's Looking at You Two" curriculum in the classroom.

Training Format

General Format. The teacher training consists of four day-long in-service workshops for teachers and other staff from a given school district (larger districts may require regional workshops to accommodate large numbers of teachers, and smaller districts may combine to provide joint training). Workshops are typically held during the regular school day if school funds are available to hire substitutes for teachers attending the training. Workshops can also be offered after school, in the evenings, and on weekends if college credit is provided.

In addition to qualified trainers, workshop sessions utilize specialists from the medical profession, drug treatment programs, alcoholism information and treatment centers, AA, Al-Anon, and Alateen, state highway safety program staff, and classroom teachers who have used the curriculum in the past. Training workshops utilize both large and small group activities and such training materials as films and discussion guides. Generally 30-35 teachers are trained in a given series of workshops.

The "Here's Looking at You Two" teacher training is organized on a 2-2 format: two consecutive days of training are followed a week or ten days later by an additional two days of training sessions. This 2-2 format is utilized since it permits trainees to reflect upon and absorb material covered in the first two sessions and to test new classroom techniques with their students before the second set of training workshops. It also facilitates trainees' ability to plan lessons for their substitute teachers and to minimize the negative classroom effect of the regular teacher's absence. Finally, the 2-2- training format avoids training "burnout."

Time and Location. The setting for teacher training is important. Usually a school district sponsoring the training will provide space for the workshops at a central location.

The training room should be large enough to comfortably accommodate 30-35 adults seated at tables and should be flexible enough to allow groups of various sizes to work together. It should be large enough to permit small group activities to take place without undue noise and distraction. A room equipped to handle audiovisuals (with appropriate drapes or venetian blinds and electric outlets), audiovisual equipment, and coffee arrangements are the only other principal facility needs.

Training should usually be conducted during the middle of the work week—Tuesday, Wednesday, and Thursday—since substitute teachers are generally more available at this time and teacher motivation and concentration tend to be higher. Training should also be conducted in months of the school year which avoid conflicts with school holidays, vacations, and other events. The best months tend to be October, November, January, February, March, and April. Training conducted during the school day should be scheduled to coincide with regular working hours (8 a.m. to 4 p.m. in many districts).

Training Content

Since the purpose of the training workshops is to prepare teachers in a given school district to present the "Here's Looking at You Two" curriculum, the content of each training session must reflect the characteristics and procedures of that district. For that reason, the basic training workshop should be modified to incorporate minor individual variations based on local needs identified by district administration and/or workshop participants. However, the basic content of a 4-day teacher-training workshop includes:

Sample materials used during teacher training workshops are provided in Resource Pages.

Four-Day Teacher Training Workshop

Day 1	*Overview* (¾ hour)	History, philosophy, and development of the "Here's Looking at You Two" Curriculum; objectives and expectations of the training.
	Curriculum Components (2½ hours)	Introduction to the four parts of the curriculum's conceptual framework, including information, self-concept, decision-making, and coping.
	Grade Level Demonstrations (2 hours)	Small group presentations by teachers experienced in using the curriculum materials. Specific ideas for using the curriculum at each grade level.
Day 2	*Open-Ended Discussion Skills* (3 hours)	Demonstration, theory and practice to improve skills for facilitating open discussion in the classroom.
	Alcoholism (1 hour)	Speaker discusses the definition, extent, causes, symptoms, effects, treatment of alcoholism and available local resources.
	Alcoholism and the Family (1 hour)	Speaker describes the effects of alcoholism on the family structure, especially on children, and identifies ways school staff can help.
	Self-Image Building (1½ hours)	Theory of and involvement in activities for helping students develop better self concepts which lead to more responsible decisions.
Day 3	*Tape Analysis* (1½ hours)	Small groups, divided by grade level interest, listen to and discuss tapes of open-ended discussions with students.
	Over-the-Counter and Prescription Drugs (1 hour)	Local pharmacist presents the physical and behavioral effects of commonly used medicines, problems of misuse, potential problems of combining drugs.
	Decisionmaking Skills (1½ hours)	Theory and involvement in activities for helping students develop better decisionmaking skills.
	Illicit Drugs (1 hour)	Speaker discusses the physical and behavioral effects of illegal substances including marijuana, cocaine, amphetamines, barbituates, hallucinogens, opiates, etc.
Day 4	*Creative Assignments* (½ hour)	Brief sharing of drug-related experiences encountered since last meeting.
	Role Playing (1 hour)	Theory and practice in conducting role play in the classroom.
	School Policy (1 hour)	Presentation by district office representative and follow-up small group work regarding working within school policy.
	Drugs and Driving (1 hour)	Law enforcement officer presents information on relevant laws, arrest procedures, etc.
	Coping Skills (1½ hours)	Experiential exploration of how stress leads to drug use and what alternatives exist for dealing with stress.
	Student Panel (1 hour)	A group of six-eight high school students answer questions about the perception of drug use, abuse and drug education.

Evaluation

The "Here's Looking at You" curriculum (the precursor of the "Here's Looking at You Two" combined drug and alcohol curriculum) has been evaluated in a number of locations. The State of Pennsylvania examined a number of prevention programs before they selected the "Here's Looking at You Two" curriculum for implementation on a statewide basis. In summarizing evaluation results to date on the "Here's Looking at You" curriculum, John Swisher of Pennsylvania State University concluded: "It becomes apparent that the curriculum is uniformly effective in improving the information base of students at all grade levels. Improved decision-making was not as consistent as was knowledge gains but it was the second most typical finding in the five evaluations. These two results reflect important objectives in substance abuse prevention, particularly in the context of public education. On a short-term basis, if it is possible to expand the student's knowledge and his/her skill in using that knowledge through effective decision-making, we have provided a foundation for long-term prevention."

Less definitive evaluation results have been reported in terms of increases in participating students' self-esteem and attitudes toward drinking. However, all past evaluations have had a number of design problems. All of them relied strictly on self-report behavior measures. None of the designs included student interviews or extensive classroom observation. And most of the evaluations followed students for 2 years or less.

To gather additional evaluation data on the effectiveness of the "Here's Looking at You Two" curriculum, a new study is being conducted in the Franklin Pierce School District in Washington State. The study is funded by the National Institute on Drug Abuse and will involve the collection of both quantitative and qualitative data.

Until additional evaluation results are available, school districts considering whether to use the "Here's Looking at You Two" curriculum can look to the response of federal agencies and other public school systems. The curriculum has been selected as a model by the National Highway Traffic Safety Administration, the National Institute on Alcohol Abuse and Alcoholism, and the States of Alaska, Utah, New Jersey and Pennsylvania. It is currently being implemented in 43 States and 7 foreign countries.

Getting Started

If your school district wants to implement a classroom alcohol and drug education program and is interested in using the "Here's Looking at You Two" model, how do you get started?

Choosing a Curriculum

Clearly, the first place to begin is by identifying key individuals and groups that need to be more aware of the need for an alcohol and drug education program in your district. At a minimum, these individuals and groups should include: school district administration, teacher representatives, principals, parents, and drug and alcohol professionals. You should also include a few students.

When you've identified the individuals and groups that should be involved in planning your prevention program, bring them together and present the "Here's Looking at You Two" curriculum and any other models in which you are interested. (Later sections of this chapter discuss several other alcohol and drug education curriculums). A number of materials are available to help you in evaluating the "Here's Looking at You Two" curriculum and its teacher training component. They are available from the Comprehensive Health Education Foundation (CHEF), 20814 Pacific Highway South, Seattle, WA 98188, (206) 824-2907. The materials which you will need include:

- *"Here's Looking at You Two" Curriculum Guide*—$40 each. This is the basic K-12 curriculum guide for the "Here's Looking at You Two" program.
- *Demonstration Kit (K-12)*—$300 each. (The Demonstration Kit can be borrowed from CHEF.) This kit provides a sample of the curriculum materials available in the seven grade level kits. It is useful in presenting the curriculum to interested groups (e.g., PTA, faculty meetings, local prevention staff, law enforcement officials).
- *Slide-tape Presentation on the Curriculum*—$125 each. (This can also be borrowed from CHEF.) It provides a description and a "feel" for the curriculum as it is presented in a school district. It can serve as a useful tool in presenting the program to interested individuals and groups.
- *Teacher Training Manual*—$50. This is the basic training manual which is used in presenting workshops to participating teachers.

As you begin thinking about implementing the "Here's Looking at You Two" curriculum, you are bound to have a number of questions. We've gathered a number of typical questions and answers about alcohol and drug education programs in general and the "Here's Looking at You Two" curriculum in specific. You'll find those typical questions and answers on pages 97-101.

You may also want to talk to members of the staff that developed the "Here's Looking at You Two" curriculum or representatives of other school districts that have implemented the program. You can reach the staff that developed the curriculum at: Roberts and Associates, 9131 California Avenue SW, Seattle, WA 98136, (206) 932-8409. They can also refer you to individuals in other States where the curriculum has been introduced.

Taking the Plunge

If your district decides that it wants to implement the "Here's Looking at You Two" curriculum, here are the basic materials which you will need:

- *"Here's Looking at You Two" Curriculum Guide.* Each Curriculum Guide costs $40 and is available from CHEF. You will need at least one Curriculum Guide for each school building.
- *Curriculum Kits.* These are the plastic tubs which contain all of the backup materials for presenting the curriculum in the classroom (e.g., films, books, photoboards, charts, puzzles, games, worksheets). A complete list of the contents of each grade-level kit is provided in the Resource Pages at the end of this chapter. The cost of the kits is:

	with films	*without films*
K-1	$ 495	$ 395
2-3	510	250
4	1,250	395
5	1,325	320
6	1,150	320
Jr. High	1,550	395
Sr. High	1,895	375
Total Cost	$8,175	$2,450

Each curriculum kit can circulate seven times in a given school year. If teachers share materials from a kit in the same building, one set of kits (K-12) can serve seven elementary schools, four junior highs, and four senior highs, assuming that health is taught each semester at the secondary level. Smaller districts may elect to share kits with a neighboring district to reduce the costs of purchasing kits. The curriculum kits are available from CHEF.

- *Teacher Training Manual.* Each Teacher Training Manual costs $50. At least one manual for each teacher training team will be needed.

You will likely need help in training your school district's teachers to implement the "Here's Looking at You Two" curriculum—at least the first time. Staff members who designed the curriculum are available to provide 1) teacher training sessions in your district, or 2) "training of trainers" sessions in Seattle. They are available through Roberts and Associates at the address and phone number provided above. If they conduct a 4-day training session for teachers in your district the cost will be approximately $1,500 plus travel and per diem. If they train your trainers, the cost is $250 per trainee. (These training of trainer sessions are typically 5 days long, and are conducted in Seattle, Washington, so you should add travel and per diem costs for your trainees.)

In computing the cost of training your teachers, you should also estimate the following:

- *Teacher release time*—approximately $50 per day. Each teacher participating in the training will need four days of release time if the sessions are conducted during school days.
- *Materials for trainees*—approximately $20 per trainee. This includes the grade-level curriculum for each participating teacher, an audio tape, and handouts.

Finally, if you need advice or help in considering whether the "Here's Looking at You Two" curriculum is appropriate for your school district, staff that developed the "Here's Looking at You Two" curriculum can be reached at Roberts and Associates: (206) 932-8409.

Other Alcohol and Drug Education Curriculums

Although the "Here's Looking at You Two" curriculum is probably the most comprehensive alcohol and drug education program available, there are a number of other curriculums which you might want to study before you select one for your district. Two major curriculums which have been implemented in a number of school districts are 1) the CASPAR Alcohol Education Program, and 2) "8:30 Monday Morning."

The CASPAR Alcohol Education Program

The CASPAR Alcohol Education Program was developed in Somerville, Massachusetts, in 1974 by staff of the Cambridge and Somerville Program for Alcoholism Rehabilitation (CASPAR). The CASPAR alcohol education program has been replicated formally in Connecticut, Virginia, and Georgia, and informally in a number of other States. It has recently received national recognition as the first school-based alcohol education program to become part of the U.S. Department of Education's National Diffusion Network.

The CASPAR curriculum attempts to provide young people with basic knowledge about alcohol, addresses attitudes toward alcohol use, and helps students begin to look at the decisions they will likely have to make about drinking. The program is grounded on the assumption that alcohol use and alcoholism are learned behaviors and that attitudes toward drinking are prime factors in the development of alcoholism.

The CASPAR curriculum is divided into three modules covering grades 3-12. The elementary module (grades 3-6) includes seven units. Each unit includes two activities which present the same concept. Thus, teachers can select the activity most compatible with their teaching style, class, and subject area. The seven elementary units include:

- *Ice Breaker*—Student Concerns and Alcohol Education
- *Know Your Stuff*—Information about Alcohol
- *Thinking About Drinking*—Attitudes Toward Drinking
- *How Much is Too Much?*—Attitudes Toward Alcohol
- *Wet or Dry*—Responsible Decisions about Drinking

- *The Way I Look at It*—Responsible Decisions about Drinking
- *Who Can I Turn To?*—Information about Alcoholism and Alcoholism as a Family Illness

The junior high module (grade 7-9) is designed to be presented in ten teaching periods at each grade level. The module includes further information on the topics covered in the seven elementary units and three additional units:

- *What To Call It?*—Definitions and Information about Alcohol
- *Out of Control*—Information about Alcoholism
- *On the Rocks*—Attitudes about Alcoholism

The senior high module (grades 10–12) includes ten units on the topics covered at the junior high level. However, this module eliminates the junior high "What To Call It?" unit and includes a unit entitled "What You Know Won't Hurt You—Summary and Evaluation" (a list of CASPAR curiculum units is provided on pages ???-???). The CASPAR alcohol education curriculum is presented in a curriculum manual entitled "Decisions about Drinking." Sample CASPAR activities include:

- In the activity "Alcohol in the Media" *fourth graders* are asked to collect cartoons, jokes, comic strips, and cards they see or hear which describe alcohol use. The students review each other's materials and decide what messages the ad is "selling" besides alcoholic beverages. They are then asked to decide whether they think the messages are true or false and the activity ends with a class discussion of whether advertising alcoholic beverages should be allowed, and whether people are influenced more by ads for drinking or by the drinking they see on television shows.
- In *sixth grade,* the activity "Create New Laws" helps students explore and clarify their own attitudes by comparing them with those of their peers. In small groups, students draft a law or set of laws governing a particular alcohol issue (e.g., minimum drinking age, drinking in public, manufacturing, labeling). For each law, the group must decide: what the law will do, why it should be passed, and how it would be enforced. The activity ends with a group discussion of how laws affect the ways people behave.
- Information about alcoholism is presented to *seventh graders* in the activity "What is Alcoholism?" Through brainstorming, the students list adjectives which describe alcoholism, and the teacher records their comments on the blackboard. Students then discuss the terms and decide what is essential or true and what is not. The final ten minutes of this activity is devoted to student's questions about alcoholism, such as: "Do alcoholics drink every day?", "What does 'needing a drink' really mean?", and "Can alcoholics get better?"
- In *ninth grade,* information about alcohol is provided through the use of collages. Students are asked to cut out pictures or words from magazines and newspapers to make a collage which follows a single theme about alcohol (e.g., physical and behavioral effects of alcohol, reasons for drinking, or ways that the alcohol industry promotes sales of its product). After completing the collages, students break into small groups to share their collage with other group members and discuss what each collage is trying to say about alcohol.
- In *tenth grade,* students are assisted in understanding how and why people pressure others to drink through the "Peer Pressure Activity." The class is divided into half. One group writes down two examples of the times at which a group member tried to persuade a friend to do something he/she didn't want to do. The second group lists incidents in which its members were the object of pressure from other students. The class then discusses each incident and discusses the whys and hows of peer pressure.

Samples of activities pages from the CASPAR curriculum manual are included at the end of this chapter.

Although both the CASPAR curriculum and the "Here's Looking at You Two" curriculum have certain similarities (they both provide basic information about alcohol and focus on decisionmaking skills), they also have a number of dissimilarities:

- The CASPAR curriculum focuses only on alcohol and alcoholism. It does not address other drugs.
- The CASPAR curriculum provides a far greater emphasis on "alcoholism" than the "Here's Looking at You Two" curriculum.
- The CASPAR curriculum provides less emphasis on self-esteem and coping.
- All CASPAR curriculum materials are provided in a single curriculum manual ("Decisions about Drinking"). The price of the curriculum manual is $125 plus 5% postage and handling. This makes the initial costs of implementing the CASPAR program cheaper than the "Here's Looking at You Two" curriculum. However, the CASPAR curriculum does make use of a number of films and pamphlets. (The curriculum manual provides information about ordering these print and audiovisual materials.) A total of ten films are used in conjunction with the CASPAR curriculum. The total cost of purchasing one set of all the films would be $2,500 and the cost of renting all of the films would be approximately $200 a day. A complete set of the pamphlets for a single class of 30 students would cost approximately $140.
- The CASPAR program materials do not include a teacher training manual. Thus, districts wishing to implement the CASPAR curriculum must either 1)

develop their own teacher training program, or 2) send teachers to be trained by CASPAR staff in Somerville, Massachusetts. Training sessions provided by CASPAR staff include a 4-day, 24-hour session for $1,600; 3-day, 18-hour session for $1,200; and a special 5-day summer workshop for $250 per participant.

Information about the CASPAR Alcohol Education Program and the CASPAR curriculum manual can be obtained from staff of the CASPAR Alcohol Education Program, 226 Highland Avenue, Somerville, MA 02143, (617) 623-2080.

8:30 Monday Morning

Development of the "8:30 Monday Morning" curriculum was a joint project of the American Businessmen's Research Foundation and the California Council on Alcohol Problems, both of which are nonprofit organizations engaged in alcohol problems research and the development of alcohol-related educational and prevention materials. The "8:30 Monday Morning" curriculum is designed for high school students and attempts to help young people develop an awareness of various lifestyles and the relationship of drinking and abstinence to different ways of living. The curriculum goals include helping young people to sharpen decisionmaking skills, to consider alternatives to alcohol use, and to understand the values which support both drinking and non-drinking behavior in today's society. The curriculum is highly interactive and attempts to involve both students and teachers in clarifying attitudes, understanding values, seeking solutions to problems, generating alternatives, and learning how to apply basic knowledge about alcohol to a wide variety of alcohol-related situations. The curriculum makes extensive use of role-playing to help students participate in the learning process.

The "8:30 Monday Morning" curriculum has three basic components:

- A *booklet*, "Almost All You Ever Wanted to Know about Alcohol," is the informational component which is included in the curriculum binder. The booklet provides the basic background information on alcohol and its chapters are referenced throughout the curriculum.
- The *curriculum* itself includes 21 activities divided into 6 concept sections: 1) lifestyles, 2) decisions, 3) values, 4) alternatives, 5) self-esteem, and 6) prevention. In each section, three-five different activities are presented to permit teachers to choose among a variety of activities on the basis of time limitations and the special needs of their students.
- *Visual aids* are included in a pocket at the back of the curriculum binder. The line artwork can be used to construct visuals for an overhead projector to assist the teacher in presenting some of the basic information about alcohol.

The curriculum also provides suggestions for those teachers who have a 2-4 week block of time, a week block of time, or a single hour during the semester for alcohol education. A variety of different activities are included within each of the six concept sections. Sample activities include:

- *Lifestyles*—A role-play entitled "If Your Best Friend Were Cindy" is used to assist students in understanding how stress can impact drinking patterns and how one might help a person who is going through a stressful situation.
- *Decisions*—Role-playing is used to assist students in identifying the three basic stances out of which decisions are made. The curriculum suggests that people approach the decisionmaking process as either an Obeyer, a Goalsetter, or a Responder. The purpose of this activity is to help students understand how these decisionmaking models apply to alcohol-related situations.
- *Values*—Small-group discussion is used to help participants become aware of the range of values surrounding common alcohol-related situations. In particular, this activity focuses on peer values. The students are asked to complete a value survey and then compare their answers with the results of a class survey. In small groups, students discuss their values and the values of their peers regarding alcohol use and non-use.
- *Alternatives*—The students are involved in answering two "Dear Abby" letters which ask them for advice on some tough alcohol-related situations. The students are asked to provide responses to the letters and then classify each response according to four general categories: 1) change the beverage, 2) change the situation, 3) change the people, and 4) change the lifestyle.
- *Self-Esteem*—Each student is asked to fill out a "Who am I?" sheet, writing answers to such questions as: "What is the most satisfying thing I have done in my life?", "What is the dumbest thing I have ever done in my life?", and "Who is the person who has been the most influential in my life?", etc. After the sheet is completed, each student shares the information about themselves with other students in small groups. The activity is used to allow participants to identify and become aware of those factors, relationships, and experiences which have an influence on their self-esteem.
- *Prevention*—In the activity "Whose Responsibility?", students are given alcohol problem situations and then asked to decide whose responsibility it would be to prevent the particular alcohol-related problem from occurring (e.g., individual, family, or community responsibility). The students then develop a strategy which would best prevent these problems.

Sample materials from the "8:30 Monday Morning" curriculum are provided on the resource pages at the end of this chapter.

Like the "Here's Looking at You Two" curriculum, "8:30 Monday Morning" emphasizes activities which are interactive. It focuses on information, decisionmaking, coping, and self-esteem. However, the "8:30 Monday Morning" curriculum also has a number of dissimilarities when compared to "Here's Looking at You Two." They include:

- "8:30 Monday Morning" focuses only on alcohol use and abuse. It does not deal with other drugs.
- The "8:30 Monday Morning" curriculum is designed for high school students only. Some districts have modified curriculum activities for use at the junior high level, but the curriculum is not appropriate for elementary students.
- The "8:30 Monday Morning" curriculum does not include a teacher training component. Because the curriculum activities are highly interactive, it requires teachers who already have significant skills in developing a non-judgmental atmosphere and conducting open-ended discussions and role-plays.

The "8:30 Monday Morning" curriculum does not make use of films and all classroom materials are included in the curriculum binder. The curriculum costs $39.95 plus shipping costs and a 5% handling fee. It can be ordered from: The Michigan Substance Abuse Information Clearinghouse, P.O. Box 10212, Lansing, MI 48901, (517) 485-9900.

Drinking and Driving Curriculums

Americans are increasingly concerned about the tragic results of drinking and driving. For young people the problem is especially acute. Drinking and driving accidents are the leading cause of deaths among teenagers and young adults. Each year approximately 8,000 young lives are lost to drinking and driving; another 40,000 young people are injured.

In many States, driver education and highway safety courses are offered to students before they apply for their driver's license. Increasingly, highway safety educators recognize the need to include information about drinking and driving as an integral part of driver education programs. They have found that basic alcohol and drug education is not enough. Given the importance which most young people place on driving, they need specific information about how alcohol can affect their driving performance. For that reason, a number of curriculums have been developed which build on basic alcohol and drug education programs by adding drinking and driving curriculum modules to highway safety courses.

"Drinking, Driving, Deciding"—A Highway Safety Curriculum Module

"Drinking, Driving, Deciding" is a curriculum module developed in Washington State to be used as part of traditional driver education classes. Growing out of the success of the "Here's Looking at You Two" alcohol and drug education curriculum, "Drinking, Driving, Deciding" was developed by the Washington State Superintendent of Public Instruction in cooperation with the Washington Traffic Safety Commission. Accredited for use in all traffic safety programs in the State of Washington, the drinking and driving module was designed to help standardize the content of driver education classes. "Drinking, Driving, Deciding" incorporates the basic philosophy of the "Here's Looking at You Two" curriculum and is intended to complement that curriculum within a specific setting—driver education courses.

"Drinking, Driving, Deciding" is designed to help students develop the skills they need to make responsible decisions about their use of alcohol within a driving context. The specific educational objectives for students participating in the "Drinking, Driving, Deciding" curriculum include:

- *Information*—Students exposed to the curriculum will be able to identify the physical and behavioral effects of alcohol and other drugs on their bodies, especially as they affect their driving ability. They will also be able to explain blood alcohol content, and predict the number of drinks it takes for them to become impaired and/or legally under the influence of alcohol.
- *Decisionmaking*—After participating in the program, students will be able to discriminate between responsible and irresponsible decisions related to alcohol. They will be able to identify their own level of risk-taking and the impact of those risks within the context of their driving behavior.
- *Coping Skills*—Students will be able to identify a variety of ways of coping with social pressures. They will be able to identify their feelings and attitudes about the use of alcohol and other drugs and understand how their feelings influence their decisions.

The Curriculum Guide

The "Drinking, Driving, Deciding" Curriculum Guide includes instructional materials for three mini-courses. The mini-courses include 4-hour, 6-hour, and 8-hour class sessions. The 4-hour mini-course includes information on 1) the effects of alcohol, 2) blood alcohol content, 3) different ways for coping with social pressures, and 4) methods of discriminating between responsible and irresponsible decisions related to alcohol.

The 6-hour course includes the first four topics from the basic course and adds information on 5) the physical and behavioral effects of drugs other than alcohol, and 6) identifying individual feelings about the use of alcohol and understanding how feelings influence decisions. If the 8-hour mini-course is utilized, two more sections are added to the first six topics. The two additional sessions include information on 7) the laws which relate to alcohol, drugs and driving in the community and 8) identification of individual levels of risk and the impact of "risk" on driving behavior. Samples of curriculum activities by focus topic are described below.

Sample Curriculum Activities

Effects of Alcohol

- Students are given copies of a body diagram while the teacher uses overhead transparencies to describe the pathway which alcohol takes in the body and the processes of absorption, distribution, oxidation, and elimination. Information is provided on the alcoholic content of beer, wine, and hard liquor, and on the short-term and long-term effects of alcohol on body systems and organs. Information is also provided on the interaction of alcohol with other drugs and the effect of alcohol on behavior and emotions. Myth posters are used to discuss some common misconceptions about alcohol.

Blood Alcohol Content

- A "think/drink" activity is used to demonstrate the concept of blood alcohol content (BAC), individual response to alcohol, and factors influencing consumption, absorption, and oxidation. Students use a BAC wheel and six different colored decks, each indicating a different blood alcohol content. In small groups, students pretend they are at a party where alcohol beverages are being served. They are each free to decide if they want to drink and how many drinks they will have. Depending on their decisions, they calculate their blood alcohol content on the BAC wheel and take a card representing their blood alcohol level. The card provides information on behaviors which might be associated with that blood alcohol level. After the teacher announces the party is over, the class discusses how body weight affects BACs: their view about good and bad things which happened at the party at different BAC levels; and, if this party had been a real one, at what point they would have decided to stop drinking and how they would have done it.

Coping

- Following the "think/drink" activity, students join in a group discussion to identify a variety of ways of coping with social pressures. The students can discuss any of the following questions:
  —Were you pressured to drink? To not drink?
  —Did you pressure anyone to drink? To not drink? If so, why? If not, why not?
  —How did you respond to pressure to drink? Why? To not drink? Why?
  —How did you respond to people who chose *not* to drink? To those who chose *to* drink? To those who chose to get *drunk*?
  —What could you do if pressured to drink when you don't want to, or when you want to stop? What are your choices?
  —What are the consequences of each choice listed above?
  —How did you feel about the person(s) who pressured you to drink? To not drink?
  —What do your friends usually do when pressured to drink? Why?

The lesson concludes after the class divides into groups and brainstorms responses to the following questions: "If you were planning a party where no alcohol was available, what would you plan to do?" "What are some ways to have fun without booze?" After generating various answers, the students return to the large group and share ideas from their brainstorming session.

Decisionmaking

- In a large group, students generate a list of reasons "why people drink" and "why people don't drink." For each reason listed, the students are polled on whether they think it is a responsible or irresponsible reason. After discussing their answers, the class is divided into small groups to define responsible and irresponsible behaviors in two scenarios. In one Scenario, "The Kegger," two teenagers go to a Friday evening keg party. Both must decide whether to drink alcohol and one of the students is faced with the decision of whether to drive home after drinking. The second scenario, called "The Older Brother," concerns a teenager who asks his older brother to buy a case of beer. The students decide which behaviors of the teenager and his older brother would be responsible and irresponsible.

Two additional topics are covered if the class receives the 6-hour course.

Other Drugs

- Students learn how to identify the physical and behavioral effects of such other drugs as marijuana, tranquilizers/sedative hypnotics, stimulants, hallucinogens, and over-the-counter drugs. The students brainstorm how taking each kind of drug might affect driving ability. After the brainstorming session, a handout is distributed which provides factual information on how the drugs in each category actually affect their driving. The students then compare their guesses with the facts.

Feelings and Decisions

- Students learn to indentify their feelings about the use of alcohol and how those feelings influence their behavior through a group activity called the "feel wheel." The feel wheel lists a variety of different feelings. The students are presented with a situation such as "How do you feel about a parent who allows his/her teenagers to drink at home?" and are asked to indicate with a marker their feelings about that situation. After taking a turn, each student explains the reasons why he/she selected a given feeling. The activity concludes with a discussion about how being under the influence of feelings can affect decisions and behaviors.

If the 8-hour mini-course is presented, two additional topics are addressed.

The Law

- Through lecture and group discussion, students learn about the laws which relate to alcohol, drugs and driving in their community and estimate the probable cost of being arrested for a DWI offense. Information is provided on the laws which relate to such issues as minors and alcohol, drunk in public, having alcohol in a car, license suspension and revocation, etc. Students are asked to brainstorm what types of costs might be incurred as a result of being arrested for DWI (e.g., fine, insurance rates, etc.). Each student is then given a worksheet on which he/she can estimate the approximate total costs. After coming up with a total, the students are asked to think of things they could purchase with the money spent as a result of a DWI incident.

Risk

- Students are provided with a worksheet listing risk situations such as driving home after drinking too much, hitchhiking late Saturday night, riding home with a driver who has been smoking marijuana, etc. They are asked to rate each situation as to its "risk" and "gain" level (e.g., high risk/low gain, high risk/high gain, etc.). In small groups, the students discuss the risks involved in various situations and methods of handling those situations. In a large group, the class concludes by discussing why some people are more likely to take risks than others in a given situation and how risk-taking might impact both thinking behavior and driving behavior.

The "Yellow Pages"

The Yellow Pages—a resource supplement at the end of the Guide—is provided to give teachers additional information on alcohol, drugs and driving which they may need as they teach the mini-courses. The Yellow Pages section is divided into the following content topics:

- Glossary
- Myths About Alcohol
- Responsible Decision-Making
- Industry
- Effects of Alcohol
- Other Drugs
- Alcoholism
- State Laws
- Safety
- Teenage Drinking
- Drinking Patterns

Sample "Yellow Pages" are included at the end of this chapter.

The Curriculum Kit

The Curriculum Guide for the "Drinking, Driving, Deciding" Program is supplemented by instructional materials packaged in a "Curriculum Kit." All materials, except the film, needed to teach each lesson are either in the Curriculum Guide or the kit. The film is available through local Washington State Educational Service Districts on a loan basis. The Curriculum Kit, which is available in each high school, includes:

- Myth Posters
- AAA Transparencies
- Alcohol Content Poster
- Factors Posters
- Think/Drink Wheels
- Think/Drink Cards
- Decision-Making Transparency
- Risk Levels Transparency
- Feel Wheels

Teacher Training

Teacher training is key to the effective implementation of any curriculum. In Washington State, regional traffic safety education coordinators identify driver education instructors needing training in the "Drinking, Driving, Deciding" curriculum. The regional coordinators also assist in organizing training in their area by sending out announcements of the training, acquiring the necessary audiovisual equipment, etc.

Over the past 3 years, 90–95% of the driver education instructors in Washington State have been trained in the "Drinking, Driving, Deciding" module. The training is generally held at the four Educational Service District regional offices. The teacher training, a 1-day in-service workshop, consists of the following sessions:

One-Day
Teacher Training Workshop

Extent of the Problem (¾ hour)	The trainees are given information on the extent of the drinking and driving problem in their State and community. They are also provided with information on the impact of drinking and driving accidents on the families involved. Guest speakers from the State Patrol and community groups against drinking and driving are used.
Concept of Prevention (¼ hour)	Participants receive information concerning how the "Drinking, Driving, Deciding" curriculum is one element in a community prevention effort. Trainers discuss how community approaches, K-12 curriculum and drinking/driving education programs all complement each other.
Open-Ended Discussion Skills (1¼ hours)	Utilizing a film, participants learn how open-ended discussion skills are used to effectively facilitate discussion in the classroom.
Idea Exchange (1 hour)	Working in small groups, participants exchange information on the types of prevention programs and activities they have implemented.
New Resources (½ hour)	Participants preview new materials, films etc., which could be used in drinking and driving education sessions.
Student Panel (¾ hour)	Five to seven students provide information on their perceptions of teenage alcohol use, including drinking and driving. The panel also responds to questions from the participants. Information is provided on treatment resources in the community which are available to those having drug or alcohol abuse problems.

More Information on the "Drinking, Driving, Deciding" Curriculum

Districts which want to implement the "Drinking, Driving, Deciding" curriculum will need the following resources:

- *Curriculum Guide.* Each Curriculum Guide costs $85 plus shipping costs and is available from the Comprehensive Health Education Foundation (CHEF), 20814 Pacific Highway South, Seattle, WA 98188, (206) 824-2907. Districts will need one Curriculum Guide for each high school teacher offering highway safety courses.
- *Curriculum Kit.* A Curriculum Kit contains all of the materials (except the film) needed to present the "Drinking, Driving, Deciding" curriculum. The cost of each Curriculum Kit is included in the price of the Curriculum Guide. The film which is used as part of the curriculum costs $425 and may be rented for one week at a cost of $100. (Ordering instructions are provided in the Curriculum Guide.)

Districts which want more information on the "Drinking, Driving, Deciding" program can contact staff that developed the curriculum at: Roberts and Associates, 9131 California Avenue SW, Seattle, WA 98136, (206) 932-8409.

Other Drinking and Driving Curriculums

A number of other drinking and driving curriculums are available for elementary and secondary students. Among the most widely used are: 1) STARTING EARLY—an alcohol education and traffic safety program for elementary school students; 2) AL-CO-HOL—a junior high school curriculum; and 3) IF YOU DRIVE...WHAT ABOUT DRINKING?—a program for high school students.

Starting Early

The Starting Early program was developed by the American Automobile Association (AAA) for students in grades K–6. The program focuses on the use and misuse of alcohol from the child's perspective and conveys information through age-appropriate teaching techniques and activities. The program consists of seven modules, one for each grade level from kindergarten through grade 6.

The goal of the Starting Early alcohol awareness program is to help prepare students to make choices in alcohol-related situations so that when they reach the age when these situations occur, they will choose in the direction of safety and well-being for themselves and others. To accomplish this, the Starting Early curriculum has seven general learning objectives. They include:

1. Pupils will display knowledge of the nature of the beverage alcohol.
2. Pupils will display knowledge of the effects of alcohol on functions of the body and mind.
3. Pupils will display knowledge of the influence of alcohol on behavior.
4. Pupils will display knowledge of the major sources of pressure to drink.
5. Pupils will identify the variety of reasons that people give for drinking, and substitute actions to achieve some of the same ends without drinking.
6. Pupils will demonstrate skill in coping with alcohol-related traffic safety problems.
7. Pupils will display knowledge of the signs and symptoms of alcohol abuse and of related problems and interventions.

The 7 general objectives are subdivided into 24 specific objectives which are to be achieved by the end of grade 6. Each grade level module consists of five sessions, with approximately 30 minutes allocated per session for kindergarten through third grade, and 45 minutes per session for grades four through six.

The entire Starting Early program package contains seven grade level teacher's guides, two film strips and two cassette tapes, game charts, a lap book, and a file folder for each grade level's materials.

Each teacher's guide previews the objectives and content overview for that grade level, the learning activities presented and a list of materials needed for each lesson of the module. Each lesson plan provides a statement of purpose or objectives, a description of how the lesson should be conducted, the approximate time, and a summary statement which the teacher can use to relate the results of the learning activity back to the original purpose and/or objective for that session. Sample activities in the Starting Early alcohol awareness program include:

- *Kindergarten* students are taught to identify commonly used beverages as alcoholic or non-alcoholic through the use of an activity called "Which of these things is not like the others?" In this activity, students are given a series of pictures and asked to classify the items into groups and identify why certain items do not belong. They are asked to draw a circle around the picture in each box that is not like the others, such as a box showing three alcoholic beverages and one soda, or a box showing three non-alcoholic beverages (milk, apple juice, cola) and wine.
- In the *first grade*, students are taught to identify alcohol as a drug through "picture selection" activities similar to the classification activity in kindergarten. First, the students are shown a series of pictures of beverages and asked to circle the beverages that contain alcohol. Second, a second series of beverages is shown and the students are asked to circle the beverages that have a drug in them (e.g., wine, coffee, cola). The class then discusses how alcohol, caffeine, and other drugs affect people.
- The "Safe or not safe?" activity is used in *second grade* to teach students to identify risk situations in which drinking an alcoholic beverage is not safe. Students are provided with a series of pictures depicting different situations such as a wedding, driving in a car, or riding a bike. They are then asked to indicate whether it would be safe or not safe for people to drink alcoholic beverages in each situation. The activity is followed by a discussion of each situation and the students are provided with information about how drinking affects vision, judgment, and coordination.
- *Third grade* students are taught to identify the influence of alcohol on such activities as driving through the use of "match-ups." Based on the TV program "Concentration," a game board is used with cards having a word on one side and a number (1–16) on the reverse side. Each word appears twice in the deck. A student calls out two numbers, hoping the two cards will have matching words. The words used include alcohol, vision, drug, judgment, wedding, car, wine, beer, etc. When a match is made, the student must form a sentence using the word. When an acceptable sentence is constructed, a point is awarded to that team and play continues until the team misses a match.
- *Fourth-graders* are taught the influence of peers and adult role models on drinking behavior through "charade cards." The activity includes having students act out positive and negative adult behavior situations which are provided on cards. Positive behaviors include driving safely, exercising, being happy and sharing; negative behaviors include smoking, drinking too much alcohol, nailbiting, driving after drinking too much, and making fun of friends. Each student acts out a behavior in front of the class and then the class discusses whether the behavior is a good or bad

thing to imitate.

- *Fifth grade* students learn why alcohol affects people differently and the risks and rewards people perceive in drinking through the game "Jeopardy." After viewing the film "Alcohol: How much is too much?" to review some basic information about alcohol, the students play a game called "Jeopardy" in which they try to answer questions which are divided into four categories: facts, effects, risks, and drugs. Each question has a different point value depending on its difficulty. The class divides into three or four teams and the game begins with the first team selecting a category and a point value under it. The game ends either when the questions from all the categories have been answered or a predetermined time has expired.
- Using the "Dear Lucy Alcohol" activity, *sixth-graders* learn 1) to identify ways in which the abuse of alcohol might affect the individual's ability to carry out personal, family and community responsibilities, and 2) to identify the signs of alcohol abuse. The students are asked to write a letter to "Dear Lucy Alcohol" that describes a problem or situation which deals with drinking, drinking and driving, or alcoholism. When all the letters are turned in, the teacher selects a letter and reads it to the class, encouraging the students to express their opinion about the best method of dealing with the problem. The class discussion encourages students to think about the consequences of drinking and of different ways to deal with them.

Examples of activity pages for the *Starting Early* program are provided at the end of this chapter.

The *Starting Early* program materials are available from local offices of the American Automobile Association. The price of the materials has not yet been published.

AL-CO-HOL

AL-CO-HOL is a junior high school curriculum designed to provide seventh and eighth graders with information and skills that can help them make decisions that lead to responsible, socially acceptable drinking and driving behavior. The curriculum was developed by the American Automobile Association and tested and refined in seven States.

The AL-CO-HOL program is based on the premise that students will be able to avoid drunken driving and other situations involving alcohol abuse if they have:

- knowledge about the influence of alcohol on the body and mind and of the potentially serious consequences of drunken driving and other symptoms of alcohol abuse;
- been encouraged, through daily activities and other techniques, to assess their attitudes and behavior in relation to drinking;
- practice in planning ways of coping with or avoiding drinking situations dangerous for themselves or others.

The AL-CO-HOL program utilizes a guide which provides materials for five 40–45 minute classroom periods. The guide includes pre-course activities which are designed to let students know what to expect and to excite their interest. A pre-test is given to students 2 days before the beginning of the course, and pre-test scores are compared to a post-test conducted at the end of the curriculum implementation. An AL-CO-HOL scoreboard is used to help students keep track of the number of activities which they have addressed and to promote positive competition among students in the classroom.

As AL-CO-HOL activities are presented, the class is divided into three groups, and each group has the opportunity to score points (on the scoreboard) at the end of each curriculum activity. The group which earns the most points by the end of the course is declared the winner. The five lessons in the AL-CO-HOL curriculum are:

- *Lesson 1: Alcohol: The Drug and its Effects.* The unit begins with students sharing their observations of actual drinking practices. Information on the effects of alcohol is presented through the use of a film entitled "Alcohol: How Much Is Too Much?" The film presents facts about alcohol and its use and misuse. It is intended to promote realistic attitudes and decisionmaking in relation to drinking. The information from the film is reinforced through the use of the game called "Celebrity Squares." This game follows the same rules as the TV program "Hollywood Squares"; two groups ask a third group (celebrities) questions about alcohol. The objective is completion of a "Tic-Tac-Toe" board. Every correct answer is recorded with an O or an X.

  Two take-home assignments are given at the end of Lesson 1. In the first, students bring in an ad for an alcoholic beverage and indicate whether or not they think the ad will be successful in selling the beverage and why. The second assignment is to complete a Find-the-Word activity, which is used to reinforce the student's new alcohol-related vocabulary (e.g., addiction, cirrhosis, dependency, etc.).
- *Lesson 2: Alcohol and Behavior.* The take-home assignments are discussed, and the class participates in a Question/Answer contest. The contest consists of seven questions concerning drinking and driving. The three classroom groups compete against each other for the correct answer. Following the Question/Answer contest, the teacher gives a short lecture on blood alcohol content (BAC) and the alcoholic content of beer, wine, and hard liquor. The Celebrity Squares game from Lesson 1 is continued until each group has had a chance to be the "celebrity."

- *Lesson 3: Drinking—Reasons and Decisions.* The teacher provides a review of the mini-lecture on BAC and students participate in a Mix and Match game which asks students to calculate the blood alcohol content of hypothetical individuals. A second activity asks students to identify the risks and rewards they feel are connected with the decision to drink. A class list is then generated from the individual lists. The take-home assignments include writing a 50-word paragraph in response to questions which are provided concerning drinking and/or drinking and driving and how it affects teenagers. Students also prepare a list of community resources available to a person who has a drinking problem.
- *Lesson 4: Drinking and Driving Behavior.* This lesson uses simulations or role-playing to encourage students to interact with each other around alcohol-related situations they might encounter. The four simulations offered include living with an alcoholic parent, drinking alcohol at a home party, riding with an intoxicated driver, and having a chance to go on a joy ride. Each situation is played out for a maximum of 5 minutes and is followed with process questions which help the class to consider what they would do, the risks or rewards of the situation, and if help is needed, where they would turn. The take-home assignment includes writing one paragraph on a drinking and/or drinking and driving situation in which the student might become involved.
- *Lesson 5: Dealing with Drinking and Driving Situations.* The class is formed into groups of four to six students and asked to discuss the drinking and/or drinking and driving situations which they wrote about the night before. After discussing each other's ideas, they select one situation to role-play for the class. Each group role-plays a situation, and the instructor asks process questions after each role play is finished. The totals for the AL-CO-HOL scoreboard are tallied to determine the winning group and the class participates in a post-test to evaluate the effectiveness of the course.

An AL-CO-HOL Teacher's Guide includes all of the instructional materials which are necessary for presenting the curriculum. In addition, the instructor can obtain a separate set of materials in a Supplementary Instructional Materials Packet for AL-CO-HOL. Full-sized charts, a color transparency, take-home assignments, and one copy of the student handbook "AL-CO-HOL" are included in the packet. Use of the packet makes it possible for teachers to duplicate curriculum materials without removing pages from the Teachers Guide. Films which are used as part of the instructional unit are not included, but the Teachers Guide contains information on where films may be ordered.

Sample materials from the AL-CO-HOL curriculum are included on pages ??—??. The AL-CO-HOL Teacher's Guide and Supplementary Instructional Materials Packet for AL-CO-HOL may be ordered from local offices of the American Automobile Association at an approximate cost of $4. (Prices vary by region.)

If You Drive...What About Drinking?

The *If You Drive...What About Drinking?* curriculum unit is a factual, contemporary approach to alcohol and driver behavior which can be used in both high school classes and adult driver education programs. The unit was developed by the American Automobile Association and was based on the alcohol instructional packet developed by the Maryland State Department of Education, Safety and Transportation Section.

The *If You Drive...What About Drinking?* instructional package is designed to be used in one of four ways: 1) as a self-contained resource, including an instructor's manual and visual aids as tools for conducting classroom discussion; 2) in conjunction with the AAA DWI Mini-Course for High School Driver Education; 3) in DWA Counterattack courses for rehabilitation; and 4) for presentation before community groups, such as civic clubs and driver refresher programs.

The instructional package focuses specifically on drinking and driving. The unit is based on behavioral objectives designed to make students aware of the nature of alcohol, how alcohol is absorbed and eliminated from the body, how it affects mental and physical performance related to the task of driving, the legal consequences of drinking and driving, and methods for coping with drinking and driving situations. The package includes a 24-page illustrated Instructor's Guide and sixteen 4-color transparencies. The Instructor's Guide provides suggestions for using each transparency and support data. The transparency titles are:

1. They All Pack the Same Punch Per Drink.
2. Alcohol: The Myths—The Facts.
3. Estimated Amount of 80-proof Liquor Needed to Reach Given Levels of Alcohol in the Blood.
4. Alcohol: In/Out.
5. Elimination Rate.
6. Alcohol in Your Brain.
7. Three Defenses Everyone Has.
8. It Doesn't Always Hit You the Same.
9. You Know You've Had Too Much.
10. Testing for Alcoholic Content.
11. Probability of a Collision.
12. How Much is Too Much?
13. Where the Law Draws a Line.
14. 3 Liabilities of DWI.
15. Know Your Limits.
16. DWI Counterattack-An Educational Approach.

The instructional package presents the information in a concise manner. Depending on how many transparencies are used, drinking and driving information can be presented in one-three high school periods. Samples of the transparencies' content include:

- *Transparency 5—Elimination Rate.* This transparency displays a hypothetical drinking experience from the act of drinking to the final elimination of alcohol from the body. Since most people fail to realize how long alcohol stays in the human system, this transparency chart is useful to demonstrate elimination times. It can also be used to show that a drinker's blood alcohol level actually increases after drinking stops.
- *Transparency 7—Three Defenses Everyone Has.* This transparency presents information on factors that influence the rate of alcohol absorption and resulting blood alcohol levels. It can be used to demonstrate the fact that individuals who elect to drink but control their consumption of alcohol can reduce the physical impact of alcohol.
- *Transparency 12—How Much is Too Much?* The purpose of this transparency is to present specific information relative to the impact of heavy drinking on highway traffic fatalities. It also demonstrates the high collision involvement of heavy drinkers.

Samples of instructional package pages are presented at the end of this chapter.

The *If You Drive... What About Drinking?* instructional package is available from local offices of the American Automobile Association. The cost of the instructional package is approximately $15 but varies in different areas of the country.

Resource Pages

Chapter 1: Classroom Education and Teacher Training

Page

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Goals and Objectives

"Here's Looking at You"

The drug education curriculum objectives are designed in three stages: Introductory Stage (I), Developmental Stage (D) and Reinforcement Stage (R).

Curriculum Component: Information

Goals: *To gather and evaluate a body of knowledge on drugs.*

Objectives:

	K-1	2-3	4	5	6	Jr.	Sr.
The learner will demonstrate the ability to: (T.L.W.D.A.T.)							
1. Define the term drug as any substance that affects the way the mind and body function.	I	D	R	R	R	R	R
2. List any substances commonly considered as drugs.	I	D	R	R	R	R	R
3. Explain the physical and behavioral effects of commonly used drugs.	I	D	D	D	D	D	D
4. Explain why a substance can not be identified by looking, tasting or smelling.	I	D			R		R
5. Identify poison and poison warning signals (such as Mr. Yuk) as signs of dangerous substances.	I	D	R				R
6. Explain the reasons for asking a "qualified" adult before handling or taking any medication, drug or doubtful substance.	I	D	R				R
7. Explain the meanings of use, misuse and abuse of drugs (including such factors as intention, moderation, responsibility).	I	D		D	D	R	R
8. Identify reasons why people use/abuse specific drugs and why people do not.		I	D	D		R	D
9. Identify the four major components included within this drug education curriculum and cite reasons for their inclusion.		I	I	I	I	I	I
10. Identify alcoholism as a treatable condition.		I	D	D	D	R	R
11. Idenfity the three general ways that drugs are sold (i.e., prescription, over-the-counter and illegal) and marketed.			I		R	R	R
12. Explain the meaning of directions for using and handling prescriptions and over-the-counter drugs.			I		R		R
13. Identify the early and late symptoms of drug dependence and its effects on the individual and the family.					I	D	R
14. Identify the early, middle and late stages of alcoholism and its effects on the individual and the family.			I			D	D
15. Identify the resources and treatments available in his/her community to help people who have a drug-related problem or who are coping with the drug problem of someone else.			I			D	D
16. Identify the factors which influence the effects of drugs on a person, including the effects of combining drugs.				I		D	R
17. Explain how the use of drugs in the past has had an effect on current drug attitudes and practices.				I	R		D

Curriculum Component: Information (Continued) Page 2

Goals: *To gather and evaluate a body of knowledge on drugs.*

Objectives:

The learner will demonstrate the ability to: (T.L.W.D.A.T.)	K-1	2-3	4	5	6	Jr.	Sr.
12. Explain the meaning of directions for using and handling prescriptions and over-the-counter drugs.			I		R		R
13. Identify the early and late symptoms of drug dependence and its effects on the individual and the family.					I	D	R
14. Identify the early, middle and late stages of alcoholism and its effects on the individual and the family.			I			D	D
15. Identify the resources and treatments available in his/her community to help people who have a drug-related problem or who are coping with the drug problem of someone else.			I			D	D
16. Identify the factors which influence the effects of drugs on a person, including the effects of combining drugs.				I		D	R
17. Explain how the use of drugs in the past has had an effect on current drug attitudes and practices.				I	R		D
18. Identify the differences between psychological and physiological dependence.					I		D
19. Use various skills to gather a body of knowledge about drugs.			I	D	D	D	R
20. Use various criteria for evaluating information obtained about drugs.			I		D	D	
21. Define the potential risks of alcohol use during pregnancy such as Fetal Alcohol Syndrome (FAS).						I	D
22. Explain the various laws which pertain to alcohol and other drug use.					I		D
23. Identify the uses of different classes of drugs.			I	D	D	R	R

Curriculum Component: Decision Making

Goals: *The learner will develop skills for making responsible decisions.*

Objectives:

The learner will demonstrate the ability to: (T.L.W.D.A.T.)	K-1	2-3	4	5	6	Jr.	Sr.
1. Identify and define the problem.	I	D	R	R	D	D	D
2. Gather information relevant to the problem.	(SEE INFORMATION GOALS AND OBJECTIVES)						
3. Brainstorm alternative solutions.	I	D	D	D	D	D	D
4. Predict the consequences of alternatives considered.	I	D	D	D	D	D	D
5. Identify the human factors which influence the decision-making and describe their effects.	I	D	D	D	D	D	D
6. Make a choice from the alternatives considered.	I	D	R	R	R	D	D
7. Create a plan to carry out the choice made.						I	D
8. Act on the choice made.						I	D
9. Evaluate the choice made and the actions taken.						I	D

Curriculum Component: Coping

Goals: *The learner will develop skills for coping responsibly with stressful situations.*

Objectives:

The learner will demonstrate the ability to: (T.L.W.D.A.T.)	K-1	2-3	4	5	6	Jr.	Sr.
1. Explain that stress & dealing with stress are both natural parts of living.	I	D	R	R	R	R	R
2. Explain that people use a variety of methods for dealing with stress.	I	D	R	R	R	R	R
3. Identify stressful situations in his/her life.		I	D	D	D	D	D
4. Recognize how that stress affects him/her.	I			D	D	R	R
5. Identify how he/she currently deals with stress.	I	D	R	R		D	D
6. Determine the consequences of how he/she deals with stress.		I	D	R	D	R	D
7. Examine the need for changing how he/she deals with stress.			I		D	R	R
8. Identify and practice alternative ways of dealing with stress.	I	D	D	D	D	D	D

Curriculum Component: Self Concept

Goals: *To realize he/she is a unique and special person who is continually growing and changing and who is capable of directing that growth.*

Objectives:

The learner will demonstrate the ability to: (T.L.W.D.A.T.)	K-1	2-3	4	5	6	Jr.	Sr.
SELF AWARENESS							
1. Identify his/her physical characteristics.	I	D	D	D	R	D	R
2. Identify what is or is not important to him/her (people, places, things)	I	D	R	D	D	R	D
3. Recognize his/her feelings and how they are expressed.	I	D	D	R	R		D
4. Explain how he/she feels about self.			I	D	D	D	D
5. Identify his/her roles and interactions with other people.				I	D	D	R
6. Identify how he/she helps self and others feel included and accepted.	I	D	R	R	D		D
SELF ASSESSMENT							
7. Identify the source he/she uses to assess self.			I	D		D	D
8. Identify his/her strengths.	I	D	D		R	D	R
9. Idenfity his/her weaknesses.			I		R	R	R
SELF CHANGE							
10. Identify those areas he/she would like to change.						D	D
11. Develop a plan to achieve the desired change.						I	D

Area: Information **Activity:** 3

Topic: Fishing for Information **Grade:** 5

"Here's Looking at You"

The learner will demonstrate the ability to:
(I) 17. Explain how the use of drugs in the past has had an impact on current drug attitudes
(D) 8. Identify reasons why people use/abuse specified drugs and why people don't

New Vocabulary: Medical, Compulsive, Ritual, Recreational

Prior to Class: Write the five categories on the board (cooking, recreational, medical, compulsive, and ritual). Read the yellow pages in advance.

Resources

From the Kit:
Game: Fishpoles
Game Cards

From the Guide:
Fish Game Rules
Fish Game Answer Sheet

Refer to Yellow Pages:
Drug Pages 122-125

Activity

1. Introduce the activity. Refer to students to the appropriate framework card and explain that this lesson is on Information - What I Know About Drugs.
2. Ask the students to complete the statement "One thing I have learned About Drugs is . . . ." Use this as a quick review.
3. Explain to students that they are going to play a game called "Fish" in which they will learn various ways drugs are used. Ask students how many know how to fish?
4. Explain that these are the five categories of reasons for using drugs. Define each term and ask students to give an example of each. Why people use drugs may fit into several categories at the same time (e.g., smoking after dinner fits into Recreational, Compulsive, and Ritual. However, for this activity, try to select only one major category.)
5. Display the Fish game board. Explain that they will use the Fish Game to identify reasons why people use drugs.
   a. Review the rules.
   b. Provide an opportunity for students to practice using these five use categories by asking them to categorize the following historical uses of drugs:
      1) Indians smoking a peace pipe of tobacco to seal a contract. (Ritual)
      2) Civil War physicians giving morphine, a pain killer, to soldiers. (Medical)

Evaluation

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5
Ugh! ⟶ Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Music

Social Studies

Research how, why and what drugs other cultures use. How do their attitudes differ from ours?

Art

Make a mobile entitled: Why People Use Drugs

Spelling

Math

Develop a chart or graph to show reasons why people use drugs.

Science

Writing

Reading

Language Arts (oral discussion)

Language Arts (drama and role-playing)

Other____________________

Area: Information **Activity:** 3 ***"Here's Looking at You"***

Topic: Fishing for Information **Grade:** 5

Resources **Activity** **Evaluation**

Activity Continued.

3) Drinking tea every afternoon in honor of the Queen of England. (Ritual)
4) Early people throwing marijuana leaves on a fire and inhaling the smoke to get high. (Recreational)
5) Soldiers treated with morphine during the Civil War who had to use morphine daily. (Compulsive)
6) Using wine in spaghetti sauce. (Cooking)

6. Divide the class into groups of four to five people per group. Distribute one fish game board, one pole and one set of game cards to each group.

7. Play 15-20 minutes or until most game cards are caught and played.

8. After the game, clarify cards creating confusion. Go over the suggested placement on the answer key.

9. Discuss and debrief the activity.
   a. Are all drugs used for the same reasons? Explain.
   b. Is each drug used for only one reason? Give an example.
   c. What are some reasons people your age use drugs?
   d. Name examples for showing how people's reasons for drug use has changed from the past to the present?

10. Conclude by stating that people have used drugs throughout our history for many different reasons.

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——► Wow!

Area: Information **Activity:** 3 ***"Here's Looking at You"***

Topic: Drug Research **Grade:** JH

The learner will demonstrate the ability to:
(D) 3. Explain the physical and behavioral effects of commonly-used drugs.
(D) 18. Identify the differences between psychological and physiological dependence Review objective(s): 1, 2, 8

New Vocabulary: Depressants, Narcotics, Stimulants, Hallucinogens

Prior to Class: Duplicate copies of the "Drug Research Form" for the class.

Resources

From the Kit:
"This Side Up" Booklets; Channing L. Bate Co., Inc.
Drug Pamphlets;
Drug Tree Transparency

From the Guide:
Drug Research Form

Refer to Yellow Pages:
Drug, p. 75

Activity

1. Introduce this activity by referring to the appropriate framework card. Explain to students that today's lesson is on Information - What I Know About Drugs. Review student vocabulary match-up from Activity 2.
2. Ask for a definition of a "drug". Once consensus is reached upon "any substance which affects the way the body and/or mind functions", ask if this is the same definition they had about drugs two days ago.
3. Use the drug tree transparency to identify the main categories of drugs and to tell them briefly the effects of each category:
   a. Depressants - Depress the central nervous system; slow down and sedate it. "Downers."
   b. Narcotics - Alleviate or reduce the sensation of pain.
   c. Stimulants - Stimulate and speed up (pep up) the central nervous system; creates alertness and/or edginess. Can be called "uppers."
   d. Hallucinogens - Distort sight and sound; are mind-altering.
   e. Marijuana - Is a category by itself, but has same effects like tranquilizers (downers) and hallucinogens.

Evaluation

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5
Ugh! ——► Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Have students present a report on drugs in sports.

Music

Check out the top 20 for the past year to see what drugs are mentioned and what effects are mentioned.

Social Studies

Check the daily papers for several weeks to see what myths you can find. Also listen to the radio to see what myths are promoted.

Language Arts

Develop a set of posters that illustrate the benefits and hazards related to drugs; display posters in nearby elementary schools.

Physics

Math

Biology

Explore, in a report or a paper, in greater detail the physiological reasons why drugs work or they don't.

Home Economics

Chemistry

Psychology

Ask a psychiatrist to speak on the use of drugs in treating mental disorders.

Drama

Create a TV quiz show or news program or documentary on the effects of drugs. Make a presentation to other classes or the whole school.

Other________________

Invite a guest speaker to discuss drug pharmacology.

Area: Information
Topic: Drug Research
Activity 3
Grade: JH

"Here's Looking at You"

Resources **Activity** **Evaluation**

Activity continued.

f. Miscellaneous - Other medically-used drugs used to regulate and maintain the way our own body functions (such as laxative innoculations, and disease-controlling agents).

4. Divide the class into eight groups, distribute the *Drug Research Form* and review each section to be filled out. Emphasize addiction - mental (psychological) and physical - normal functioning of body (physiological). Also distribute the "This Side Up" Booklet and the Channing L. Bate Drug pamphlets. Assign each group one topic to research (alcohol, tobacco, marijuana, stimulants, sedatives, PCP, hallucinogens, narcotics, and solvents/deliriants).

5. Each group prepares a presentation for the class on their assigned topic, the drug research form should be used as a guide. (Challenge students to find an interesting way to present the information). Each group of students may be required to complete 1 chart to be duplicated for the other members of the class. More in-depth research may be done at the school library.

6. Conclude the lesson by pointing out that correct information is needed in order to make responsible decisions about drugs. As a review, ask for volunteers to name the main drug categories and tell what distinguishes them from others.

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! → Wow!

Drug Research Form

Name:

Drug	Classification or Category	How Taken?	Medical Uses (If Any)	Effects		Special Dangers	Slang Names	Addictive (Physical, Mental)
				Physical	Mental			

Area: Decision Making **Activity:** 1 ***"Here's Looking at You"***

Topic: Choices - Amy and the Surprise **Grade:** K-1

The learner will be able to demonstrate the ability to:
(I) 1. Identify and define the problem.
(I) 3. Brainstrom alternative solutions.
(I) 6. Make a choice from the alternatives considered.

New Vocabulary: Problem, Decision, Choices/Alternatives

Resources	Activity	Evaluation
From the Kit: 1 Alternatives Chart	1. Introduce the activity: Refer students to the appropriate framework card, and explain that this lesson is on Decision Making - Using What I Know To Make Choices.	
6 Pictures Marking Pen	2. Explain what problems are and that problems can be good and bad. Define decision; define choices.	
	3. Read the story of "Amy and the Surprise" on the following page.	
	4. Place the picture of Amy in the inner circle on the alternatives chart. Ask students to recall from the story the things Amy needed. As they name each, place the corresponding picture in one of the outer circles.	
	5. One outer circle will be blank. Ask children to suggest another thing Amy might need and write it in the remaining circle.	
	6. Children volunteer their choice as if they were Amy and give their reasons.	
Refer to Yellow Pages: Drug 19-21	7. Repeat the same process with another problem, but have the students propose all of the alternatives themselves.	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——→ Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Use the alternatives chart to suggest ways of enjoying recess without any toys or equipment. Go out on the playground to try various alternatives.

Music

Explore alternative ways people can make music with their bodies: singing, clapping, tapping, etc.

Social Studies

Art

Have students draw pictures of alternatives they think Amy might need. Place various pictures students drew on the chart and have volunteers indicate which they would choose and why.

Spelling

Math

Science

Writing

Reading

Language Arts (oral discussion)

"Crazy Ideas"
Create a situation, i.e., "a person buys too many groceries to carry home. What can he/she do?"
Alternatives:
"Kick the groceries home".
"Strap the eggs on the dog's back".
Tell the consequences of each.

Language Arts (drama and role-playing)

Other__________________

Resources **Activity** **Evaluation**

Activity Continued.

8. Chart may be used on an ongoing basis in classroom whenever there is a decision to be made, whether it be one students problem or the whole group's, e.g., Problem: I don't want to be with that group for reading. Alternatives:
   - Do nothing
   - Do something alone
   - Join another group if they are willing to have you

   The person who presented the problem can choose one of the alternatives.

9. Other questions could include:
   - What is there to eat in the morning?
   - What could I do on Saturday?
   - What could I give my friend for her/his birthday?

Teacher evaluation of 1 2 3 4 5
activity. Please circle: Ugh! ——→ Wow!

Amy and the Surprise

Amy is (5, 6, 7, 8) years old. Her grandmother is coming to visit and would like to do something special for Amy. Amy and her mother make a list of things that might be special for Amy:

Jacket - Amy's jacket is too small for her now and the weather is getting too cold to just wear a shirt.

Dentist - Amy has never been to the dentist to have her teeth checked. There will be a special children's dental clinic next week.

Bicycle - Amy has been riding her friend's bicycle and would love to have one of her own. There is a shiny red one on sale this week.

Books - Amy loves to read. She goes to the library to borrow books but would like to have some of her own.

Trip - Amy has never been on a train. She has been to the train station to pick up her grandmother and would love to go for a train ride.

If you were the person to choose Amy's surprise, what would you choose?

Area: Decision Making **Activity:** 3 ***"Here's Looking at You"***

Topic: Invasion **Grade:** SH

The learner will demonstrate the ability to:
(D) 1. Identify and define the problem.
(D) 3. Brainstorm alternative solutions.
(D) 4. Predict the consequences of alternatives considered.
(D) 6. Make a choice from the alternatives considered.

Prior to Class: *The day before* this activity, pass role cards out to the students and complete steps #1 and #2. Review open-ended discussion techniques.

Resources	**Activity**	**Evaluation**
From the Kit: Role cards	1. Introduce the activity. Refer the students to the appropriate framework transparency and explain that this activity is on Decision Making.	
From the Guide: News Bulletin	2. Read the News Bulletin from the following page to the class in preparation for the activity. Remind students that when they come into class tomorrow they will be the person that the role play card says. The class will be meeting as a community to discuss what can be done about this problem. Distribute the role play cards and answer questions.	
	3. *At the beginning of class the next day,* have the chairs arranged in a circle or a horseshoe. Review again the task of the group. The teacher serves as facilitator. The facilitator's role is to be an impartial meeting chairperson. Use parliamentary procedure to maintain order. Begin the discussion by asking meeting participants to identify; 1) their roles when speaking, 2) to tell how the invasion is affecting their lives, and 3) identify which drugs are needed 4) to propose some action to be taken.	
	4. During the meeting, a few choices will probably occur; the following are some of the choices and their related questions: a. A number of citizens will push to begin rationing food and this step would require agreement upon organization. Who will decide how?	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ⟶ Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Music

Social Studies

Research cultures which do not use some or any drugs. Write an opinion paper on this statement: Drugs are not natural and should not be used.

Language Arts

Have students write short stories on a drug-free culture.

Physics

Math

Biology

Home Economics

As a class, develop a list of home products often not considered drugs, which really are. Discuss how to cope if these were no longer available.

Chemistry

Psychology

Drama

Develop a short play using the roles provided.

Other______________________

Area: Decision Making

Topic: Invasion

Activity: 3

Grade: SH

"Here's Looking at You"

Resources

Activity

Evaluation

Activity Continued.

b. Other citizens want some drugs re-invented, but how can the meeting decide which drugs? Also, who will serve on the committee to select the scientists? Who should make these decisions, medical authorities, non-medical authorities, or whom?

c. Possibly a debate will occur regarding which drugs are good ones and which ones are bad drugs.

d. What should be done to get along without certain life-keeping drugs?

5. Use the following open-ended discussion questions to debrief the activity.
   - a. What problems could arise in your life as a result of the nonexistence of drugs?
   - b. What problems might be solved?
   - c. How could it affect personal life, social life, job?
   - d. Would you vote for hiring some scientists to start working on the development of new drugs or bringing drugs back into society? If so, which drugs? (List ten drugs)
   - e. What could you use as a substitute way of meeting the needs drugs fulfill?

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——→ Wow!

Area: Decision Making
Topic: Invasion
Activity: 3
Grade: SH

"Here's Looking at You"

Resources

Activity

Activity Continued.

7. Conclude by pointing out that all people use drugs to some degree, but for the decision to use a drug to be a responsible decision, the drug must cause beneficial responses and behavior in the individual. The effects of the drug use on others must also be considered.

VARIATION:

Have students write their responses to which drugs are needed and what action should be taken rather than role playing without telling who they are. Other students can attempt to guess the identify.

OPTIONAL ASSIGNMENT:

If you were selected to join a group of international experts who will determine which ten drugs can be saved, which ten drugs would you (or your small group) select? Why?

Evaluation

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——→ Wow!

—News Bulletin—

Aliens from outer space landed during the night and have consumed all the drugs in our society, including coffee, tea, aspirin, marijuana, over-the-counter drugs, birth control pills, prescription drugs, illegal drugs, food additives and alcohol as well as the materials to make new drugs. Government officials are trying to decide what to do. One suggestion from Congress is to hire a group of key scientists to develop new drugs. The community of ________________________________ will meet tomorrow to discuss this situation and to provide our collective voice to our government representatives. Please come to the meeting prepared to discuss this problem situation.

Area: Coping **Activity:** 1

Topic: Alexander's Day **Grade:** K-1

The learner will demonstrate the ability to:
(I) 1. Explain that stress and dealing with stress are both natural parts of living.
(I) 4. Recognize how that stress affects him/her.

New Vocabulary: Problem, Feelings, Stress

Resources

From the Kit:
Book: *Alexander and the Terrible Horrible, No Good, Very Bad Day*, by Judith Voirst

Refer to Yellow Pages: Drug 22

Activity

1. Introduce the activity: Refer students to the appropriate framework card, and explain that this lesson is on Coping - Using What I Know To Feel better.
2. Talk to students saying we all have good and bad days. Share a few things about a good day you had. Ask the students to share good days they have had. How do good days make us feel?
3. Ask if everyone has good days all of the time. What kinds of days do we also have?
4. Read the title of the book, *Alexander*. . .and explain that this is a story of one of Alexander's bad days. Ask the students to listen to Alexander's story and think about similar experiences and feelings they may have had.
5. Read the story.
6. Discussion questions:
   - How was Alexander feeling at the beginning of the day? At the end?
   - What were some of the things that happened for Alexander?
   - Have you ever had a day like Alexander's? How did you feel?

Evaluation

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——→ Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Music

Social Studies

Art

Paint pictures of something that happened on their "very bad day" and design a bulletin board of the artwork.

Spelling

Math

Science

Writing

Reading

Language Arts (oral discussion)

Language Arts (drama and role-playing)

Role play Alexander and his feelings.

Other________________

Role play someone having a bad day, i.e., broken toy, a puzzle piece missing, bumping into a door jam, etc. Ask another student to role play how to help the "victim".

Area: Coping **Activity:** 1 ***"Here's Looking at You"***

Topic: Alexander's Day **Grade:** K-1

Resources **Activity** **Evaluation**

Activity Continued.

* What things could happen to you so your day is a "terrible, horrible, no good, very bad day?"

7. Make a list of how students might feel when they have a bad day. (Use the feely head to clarify).
8. Pick one feeling and explore with the students what happens to parts of their bodies when they feel that way. (Example: Feeling Mad - your eyes get all scrunched up, your hands make fists, your legs get wobbly. Feeling Bad - your eyes hurt, your throat gets dry, your nose runs. Happy - you laugh so hard you get the hiccups.)
9. Conclude by stating that we all can have not so good days and sometimes we need to do something to feel better. The lesson tomorrow will talk about ways to feel better.

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——► Wow!

Area: Coping **Activity:** 3 ***"Here's Looking at You"***

Topic: Where To Turn **Grade** 6

The learner will demonstrate the ability to:
(D) 8. Identify and practice alternative ways of dealing with stress
Review objective(s): 1, 2

New Vocabulary: Community Agency, United Way, AA, Alateen, Alanon

Prior to Class: Duplicate copies of the "Where To Turn" worksheet. Read Yellow Pages on resources

Resources	Activity	Evaluation
From the Kit: Stressful Situation Cards Where to Turn Board, marking pen	1. Introduce this activity by referring students to the appropriate framework card. Explain that today's lesson is on Coping - Using What I Know To Feel Better. Summarize the preceding coping lessons by pointing out that everyone experiences stress and learns ways to deal with it. Today the class will learn about helping others to cope more successfully and responsibly, especially with drug and alcohol-related stress.	
From the Guide: Worksheet "Where to Turn" **From the School:** 5-6 Telephone Directory	2. Ask students what kinds of help others can offer when a person is in a stressful situation. (e.g., good listener, support available, time away from situation, genuine concern). Remind them that often the problem cannot be solved, such as when parents get divorced. List their ideas on the chalkboard. Ask students what kinds of help they might suggest for stress related to drugs or alcohol.	
	3. Discuss the criteria a person might use to select help from a particular source (teacher -when upset about school; friend - when lonely, etc.)	
Refer to Yellow Pages: Coping	4. Distribute the "Where To Turn" worksheets. Explain the categories listed, particularly what services the agencies might provide.	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5
Ugh! → Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Music

Social Studies

Use a map of your area to locate the nearest alcohol "help" organizations.

Art

Spelling

Math

Science

Writing

Write a situation describing someone who needs help with an alcohol-related problem. Exchange papers with classmates and write solutions.

Reading

Language Arts (oral discussion)

Prepare oral reports on local resources available to aid with problems relating to alcohol.

Language Arts
(drama and role-playing)

Other **Research skills**

Locate through a phone book, etc., the addresses and phone numbers of alcohol "help" organizations nearest to your area. Compile and post a list.

Area: Coping **Activity:** 3 ***"Here's Looking at You"***

Topic: Where To Turn **Grade:** 6

Resources

Activity

Activity Continued.

5. Choose a situation card and read it aloud. Students should fill in the "Where To Turn" worksheet with the situation and feelings. They should check all of the alternatives they think might offer that help and circle the one(s) they would most likely choose.
6. Continue reading several more cards. Then have students write a few of their own situations. They may volunteer to have the teacher read these to the class while all students fill in their worksheets appropriately.
7. Share results of each group with the entire class.
8. Choose from the following options to conclude this lesson:
   a) Have each group select a different source of help from their list and telephone that resource to find out more information. Groups may share information by writing a report or presenting orally.
   b) Have each group contact the different sources on their lists requesting information, pamphlets, posters, etc. Compile the groups' research to make a class coping help booklet.

Evaluation

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——► Wow!

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Area: Coping **Activity:** 3 ***"Here's Looking at You"***

Topic: Where To Turn **Grade:** 6

Resources **Activity** **Evaluation**

Activity Continued.

c) Have each group contact the different sources and request information they could present orally to the class.

Students can have the teacher ask community resource speakers to talk to the class. Generate questions and provide these to the speakers before presentations.

POSSIBLE HOMEWORK:

Have students use a telephone directory to generate a list of community resources available to help people cope with stressful situations related to the following: alcohol, drugs, smoking, family and individuals, "natural high" alternatives for coping, (YMCA, Girl Scouts, etc.). List these with the agency name, location and telephone number. The teacher may assign one category per group.

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! → Wow!

Where To Turn

Situation	Feelings	Parent	Friend	Teacher	Counselor	School Nurse	Church	Doctor	Comm. Alcoholism Centers	United Way Agencies	Yellow Pages	Treatment Center	Youth Service Bureau	AA Alateen Al-Anon	Do Nothing	Other
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																

Area: Self Concept **Activity:** 1 ***"Here's Looking at You"***

Topic: The Most Special Thing Is Me **Grade:** 2-3

The learner will demonstrate the ability to:
(D) 1. Identify his/her physical characteristics.
(D) 2. Identify what is or is not important to him/her.
(D) 8. Identify his/her strengths.

Prior to Class: Make sure all students have their sack puppets from the information section.

Resources	**Activity**	**Evaluation**
Worksheet, "Some Important Facts About Me", p. 24	1. Introduce the activity: Refer students to the appropriate framework card, and explain that this lesson is on Self Concept - What I Know About Me.	
From the Kit: "Most Special Thing in the World" box	2. Have class sit in a large circle and display the "Most Special Thing in the World" box. Explain that the most special thing in the whole world is in the box. Encourage students to guess what is in it.	
From the School: Construction paper, scissors, paste, old magazines	3. Walk around the circle and show each student the inside of the box (contains a mirror). Instruct student to *not* tell anyone about what they see inside the box.	
	4. After showing the box to everyone, lead a classroom discussion with the following suggested questions: • Were you surprised by what you saw? Why or why not? • Did you all see something different? What did you see when you peeked inside the box? • How can each one of you be the most special? • Can you think of people who think you are special for being "you"? • How does it make you feel to know you are special?	
Refer to Yellow Pages: Drug 23-27	5. Distribute the worksheet "Some Important Facts About Me" and have students begin working on them.	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5
Ugh! ——→ Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Music

Sing the song, "Special Me".

Social Studies

Art

Make "I am special" or "MIP" (Most Important Person) badges to wear at school.

Spelling

Practice positive feeling words; such as happy, caring, sharing, friendly, likeable, special, unique, loveable, warm, great.

Math

Science

"Self Discovery" - Distribute one hand mirror per two students.

Emphasize the positive characteristics such as "what a great smile you have."

Writing

Write about "Why I am unique and special". Write about something you do very well.

Reading

Language Arts (oral discussion)

Discussion of what it means to be unique and special.

Ask each student to find something worthless and prove it. Discuss whether or not anything is "worthless". Apply this idea to people— is anyone worthless?

Language Arts (drama and role-playing)

Other____________________

Establish a SUPER STARS bulletin board and display photograph(s) and work by each student. Let each student have a special day/week to be first doing things.

Area: Self Concept **Activity:** 1 ***"Here's Looking at You"***

Topic: The Most Special Thing Is Me **Grade:** 2-3

Resources

Activity

Activity Continued.

6. Ask students to take out sack puppet (information activity p. 14).
7. Have students cut sections out of Worksheet "Some Important Facts About Me" and paste on the puppet sack. (For example: Eye color: blue). Children may draw or cut out pictures of things they like and dislikes and paste these to their sack puppets.
8. Conclude by sharing puppet sacks with the class. Note that the most special thing is me.

Comments or Suggested Changes

Teacher evaluation of 1 2 3 4 5
activity. Please circle: Ugh! Wow!

Evaluation

Teacher evaluation of 1 2 3 4 5
activity. Please circle: Ugh! → Wow!

Some Important Facts About. . ."Me"!

Name: ______________________________

Age: ______________________________

Height: ______________________________

Eye Color: ______________________________

Hair Color: ______________________________

Weight: ______________________________

Birthdate: ______________________________

Things I Like!. . .

Favorite Foods: ______________________________

____

Favorite Color(s): ______________________________

____

Favorite Game: (Sport) ______________________________

Favorite Things: ______________________________

Some Things I Don't Like!. . .

____

____

____

What "I" Do Best!. . .

____

____

____

____

Area: Self Concept **Activity:** 2 ***"Here's Looking at You"***

Topic: Feel Wheel **Grade:** SH

The learner will demonstrate the ability to:
(D) 2. Identify what is and is not important to him/her.
(D) 3. Recognize his/her feelings and how they are expressed.

Resources	**Activity**	**Evaluation**
From the Kit: Feel Wheels Markers	1. Introduce the activity. Refer students to the appropriate framework transparency and explain that this activity is on Self Concept.	
	2. Explain that an important aspect of learning about ourselves is to recognize our feelings and how they are expressed.	
	3. Have groups of 5-6 students circle around a Feel Wheel.	
	4. Review parts of Feel Wheel and explain that each time you read a statement they are to place their marker on the wheel according to how they feel about the statement. Note: If students do not wish to express their feelings, they can put their marker in the space marked "sanctuary", if they have more than one feeling, the marker can be placed on "transition" and if their feeling is not listed on the wheel the marker can be placed in the "free zone."	
Refer to Yellow Pages: Self Concept Drug p. 23	5. Give each student a marker or have them use their own markers. Select statements from the list provided (see following page) or create your own.	
	6. After marking their feelings, give the groups time to discuss their reasons for their marker placement. Allow groups to share their responses with the entire class if they wish to do so.	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5
Ugh! ——► Wow!

Suggested Ways to Incorporate This Activity Into Other Subject Areas

Physical Education

Music

What feelings does music create about alcohol? Select some songs dealing with alcohol and attempt to analyze the feeling the song is trying to create.

Social Studies

Language Arts

Physics

Math

Biology

Discuss how feelings influence biological investigations (e.g., evolution, the DNA discovery, genetic engineering).

Home Economics

Chemistry

Psychology

Analyze how feelings affect human behavior.

Drama

Other Environmental Education

Examine different environments from the standpoint of how these environments affect our feelings, e.g., urban, rural, small group, large group, etc.

Area:	Self Concept	**Activity:**	2	***"Here's Looking at You"***
Topic:	Feel Wheel	**Grade:**	SH	

Activity

Activity Continued.

7. Conclude the activity by asking the following questions:
   - How can participation in this activity tell you what is or is not important to you?
   - What did you learn about your feelings and how they are expressed? (Are they always the same as others, etc.)?

Evaluation

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——▶ Wow!

Situations

How Do You Feel About:

1. Your minister who has been arrested several times for drunk driving?
2. Your sister or brother selling marijuana to gradeschool kids?
3. Asking someone to buy beer for you for a party?
4. Drinking champagne at your sister's wedding reception?
5. Teenagers attending an unchaperoned kegger?
6. Your parents having a drink before dinner?
7. Seeing your teacher and his/her family drinking beer and eating pizza at Shakey's?
8. A star school athlete who uses speed?
9. Your date who does not drink alcoholic beverages at a party?
10. An alcoholic who has not touched a drink for three months?
11. One of your parents being arrested for drunk driving?
12. A wino on First Avenue who asks you for money?
13. A parent who allows his/her teenagers to drink at home?
14. Your brother who brags about how much pot he can smoke?
15. A parent who beats up his/her children when he/she has been drinking?
16. A babysitter who raids the liquor cabinet while on the job?
17. Your father who becomes the life of the party when he is drunk?
18. A woman who becomes loud, obnoxious and insulting when she has been drinking?
19. Someone who thinks smoking pot is the only way to have a good time?
20. A drunken driver who kills your best friend in an accident?
21. A girlfriend/boyfriend who refuses to go home from a party with you because you're high?
22. A classmate drinking beer on school grounds?
23. A friend with a drinking problem who refuses to get help?
24. A police officer who smokes pot?
25. Your aunt who uses valium to get through the day?

CONTENTS OF CURRICULUM GUIDE "YELLOW PAGES"

The "Yellow Pages" serve as a resource supplement for teachers and students. Classroom activities are cross-referenced with the Yellow Pages when appropriate, so the teacher can easily review information necessary to teach a given lesson. The Yellow Pages contain over 150 pages of current information to enhance the teaching of the curriculum. Content areas of the Yellow Pages include:

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II. Glossary

III. Myths about Alcohol and Other Drugs
  - Properties of Drugs
  - Drug Dependence
  - Drug Patterns
  - Attitudes about Drugs
  - Drugs and Performance

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  - Brief Chronology of Drugs
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Glossary

Absorption: The process by which alcohol enters the blood stream from the small intestine and stomach. The rate of absorption is affected by rate of consumption, body weight, presence of food in the stomach, body chemistry, and type of beverage.

Abstinence: Not drinking any alcoholic beverage.

Addiction: Physiological and/or psychological dependence on a drug. The overpowering physical or emotional urge to do something repeatedly that an individual cannot control, accompanied by a tolerance for the drug and withdrawal symptoms if the drug use is stopped. (See also physiological and psycological dependence.)

Alcohol (Ethyl): The intoxicating chemical (C_2H_5OH) found in liquors and produced by the action of yeast on sugars and starches. Often referred to as "beverage alcohol" as opposed to methyl alcohol which is not consumable and is primarily used for industrial purposes. Alcohol is classified as a central nervous system (CNS) depressant.

Al-Anon: An organization of spouses, relatives or friends of alcoholics who meet to try to provide each other with support and to solve common problems.

Alateen: An organization of children of alcoholics who meet and try to provide each other with support and solve common problems.

Alcoholics Anonymous ("AA"): An organization of alcoholics who meet to discuss their problems in an effort to control their addiction to alcohol.

Alcoholic: The term "alcoholic" has been variously defined at different times and by different people. However, three aspects of the alcoholic have generally been agreed upon:

1. The alcoholic's drinking pattern is incompatible with what is expected by the other members of society.
2. Alcoholics have an urge to drink or to continue drinking once they start that they cannot control.
3. An alcoholic's drinking creates either social, economic or health problems for themselves, their family and/or society.

Bender: (slang) A period of continuous intake of alcohol with the intent of getting drunk.

Blackout: A period of temporary amnesia which occurs while the person is drinking. During a blackout, the person is conscious and walks, talks, and acts but can't remember any of the events the next day.

Blood Alcohol Content (BAC) (or Blood Alcohol Level): The percentage of alcohol in the blood stream at any given time.

Breathalyzer: An instrument used to measure the alcohol content of a person's blood through an analysis of the person's breath.

Brewing: The fermentation of grains that results in beer or ale.

Cirrhosis: The replacement of liver tissue with scar tissue due either to malnutrition and/or excessive and prolonged alcohol use.

Delirium Tremens ("D.T.'s"): A serious and sometimes fatal condition some alcoholics develop when they suddenly stop drinking, much like the withdrawal symptoms of other drug addicts. Symptoms can include hallucinations ("delirium"), uncontrollable shaking ("tremens"), terror, and agitation, and fever.

Depressant: Any chemical which diminishes the activity of the central nervous system, usually resulting in dulled reflexes, impaired thought processes, and distorted perceptions, when taken in large amounts. Alcohol is a CNS depressant.

Detoxification: 1) Also called "drying out." The process of sobering up and withdrawing from toxic or poisonous effects of alcohol.

2) The process carried out by the liver in changing chemicals like alcohol into non-toxic substances.

Distillation: Evaporation of liquid by heat and condensing the resultant vapors into a liquid.

Distilled Spirits (Beverages): Beverages made by the distilling process usually containing at least 20% alcohol by volume. These include whiskey, gin, rum, brandy, tequila, vodka, liqueurs, etc.

Fermentation: The chemical reaction that produces alcohol when yeast and sugar are combined. The process by which wine and beer are manufactured.

Hangover: The unpleasant physical sensations experienced after the effects of excessive drinking wear off. Symptoms can include nausea, headache, thirst, and fatigue. No effective cure is known.

Hard Liquor: Term used to refer to distilled beverages as opposed to beer and wine.

Impaired Driver: The driver whose skill and judgment have been decreased due to alcohol and/or some other drugs or conditions.

Implied Consent Law: A law which stipulates that by obtaining a driver's license an individual has implied his/her consent to submit to a chemical blood-alcohol level (breathalyzer) test upon the request of the police or lose his/her license for a given period of time.

Intoxication: The physical and emotional effects of excessive drinking. In Washington, one is legally presumed intoxicated if one has a blood-alcohol level of .10 per cent or higher.

Big Business

Drugs *ARE* big business. Whether legally or illegally, American annually purchase and consume immense quantities of drugs in varying forms and combinations. Recent statistics indicate that:

1. 1,500,000,000 prescriptions were written in 1977 for a gross value of $11,000,000,000.
2. There are an estimated 500,000 heroin addicts in the U.S. spending approximately $10,000,000 daily.
3. 82% of adults (18-75) drink coffee.
4. Over 500 billion cigarettes are consumed yearly.
5. Marijuana smokers are estimated at 10,000,000 people.
6. Over 30 million Americans consume sleeping pills daily, usually of the over-the-counter type.
7. Enough alcohol was consumed in Washington last year to equal
   3 gallons of hard liquor,
   4 gallons of wine, and
   37½ gallons of beer
   for *every* adult in this state.

The Production of Drugs

Socially Acceptable Drugs

Alcohol

Ethyl alcohol, which is used in beverages, is produced by a fermentation process between yeasts and sugars. Alcoholic beverages fall into the two categories of distilled and non-distilled. Beers and wines are non-distilled beverages produced from fermented grain and fruits, respectively. Beer contains about 4% alcohol, and wine about 13%. Distilled beverages such as whiskey, gin, vodka, etc., are produced by further distilling fermented liquids. These distilled beverages are then stored in wooden casks or barrels. Distilled beverages contain about 50% to 80% alcohol, with some reaching as high as 100%.

Caffeine

The most common forms of caffeine are coffee and tea. Most coffee is exported from South America and teas from the Orient. Caffeine is also contained in chocolate and in a variety of cola drinks. The highest levels are found in the coffee which contain two to three times the amount in tea, while a bottle of cola contains about the same amount as a cup of tea. Cocoa and chocolate contain minute traces.

Nicotine

Nicotine is a naturally occurring liquid substance of the tobacco plant. It is found in products made from the dried leaves of the tobacco plant such as cigarettes, cigars, pipe tobacco, chewing tobacco, and similar forms.

Illicit Drugs

A very important point to remember in considering the "manufacturing" of illegal drugs is that, unlike prescription and over-the-counter products, no "industry standards" exist. It is very much of a "let the buyer beware" market. Most of the drugs of abuse, at one time, had accepted medical uses, and as a result established formulae for production. However, many of these drugs are now illegally manufactured with no controls on actual content, purity, safety, effectiveness or potency. They may contain too high a dose for safe use, or be cut with chemicals intended to mimic a drug's action, which may be potentially more dangerous than the product purported to have been purchased. For example: 1) virtually all the "mescaline" or "psilocybin" sold illegally is in fact LSD, 2) much of the "LSD" sold is really a combination of speed (amphetamines) and belladonna; 3) all the THC (the active drug in marijuana) sold has been some other agent; 4) "heroin" sold on the street is additives, often strychnine, which is usually the cause of sudden death following injection. Also, heroin used in the U.S. is a low percentage grade than that purchased outside the borders, such as in Southeast China.

Keeping this in mind, the following is a very brief look at how many of the illicit drugs are manufactured, *in their present forms:*

Barbiturates and Amphetamines

Although some illegal manufacture does take place, the vast majority (80-90%) of barbiturates and amphetamines used for illicit purposes, are diverted from the legal market by theft or forged prescription. An estimated 13% of all legally produced drugs (195,000,000 prescriptions in 1977) are so diverted. Some of the drugs are illegally produced and sold on the illegal market.

Heroin

About 80% of the illegal heroin in the U.S. begins as opium in the fields of Turkey. There it is converted easily to morphine and sent to France (especially Marseilles). Using sophisticated techniques and a well equipped laboratory, it is converted to heroin. The pure heroin is sold to distribution in the U.S. who cut it with milk sugar or quinine and sell it to street pushers. It is then further cut with various additives and sold on the street. This dilution process increases the value such that 1 kilogram of opium in Turkey worth $300 is worth $250,000 on the streets of Seattle as heroin.

Hallucinogens (other than LSD)

No "manufacturing industry" per se exists for the drugs peyote, psilocybin, DMT, morning glory, mescalin, and other hallucinogens. All the plant products such as seeds and mushrooms, are grown primarily in South America and Mexico.

The Beginning

There are many stories about how alcohol was first discovered by man. No one really knows when the discovery was actually made. We do know, however, that alcohol existed on earth long before people were here to decide whether to use it or not. Alcohol can form naturally. All it takes is sugar, water, and yeast. These ingredients were available on earth over two hundred million years ago.

The use of alcoholic beverages by humans has been recorded from as early as the Neolithic period, which began at least ten thousand years ago. Scientists speculate that someone left an unused portion of wild berry juice or mash in an uncovered bowl and went hunting. Meanwhile, yeast fell from the air into the juice and acted on the natural sugar to form alcohol. The berry juice fermented into wine. When the hunters returned, and tasted this bowl of juice-turned-wine, they experienced the first intake of alcohol in the history of the human race.

The point of this story is simply that, as far as we can determine, alcohol has been with us for a long, long time. Fermentation is a simple and entirely natural process and was probably the earliest known method of producing alcohol.

Early Civilization

As civilization developed so did the making of various forms of alcoholic beverages. The making of the beverage alcohol held great significance in these early societies.

Fermented beverage, whether grape wine, palm wine, or one derived from whatever the land might furnish (cereals, grains, fruits, or flowers) was put to many uses, not the least of which was as a dietary adjuvant. In the struggle for survival, men learned from experience that these beverages had more than nutritional value. They made the water more potable, as well as safe; they were effective medicines; and they could be relied upon to ensure the tranquility essential to a state of well-being. The more intellectual and more cultural people used fermented dietary beverages with temperance and moderation, permitting themselves more liberal digressions only as prescribed by tradition and religious beliefs.

In the primitive polytheistic religions of early civilizations, wine played an important role—its use as well as its abuse being rigidly defined. Wine had universal acceptance in libations, some civilizations requiring natural wine, others a mixture with blood, while still others permitted the additon of spices and aromatic substances. In fact, so strong was the symbolism of wine that it retains its aura of romance and unfathomable mysticism to this day.

Aside from its role in religion, wine—or any other fermented beverage—was an element of significance on all festive occasions: at banquets and at birth, marriage, and death celebrations. On these occasions, too, its use was carefully prescribed. In the symposium, the consumption of wine was defined by a tradition which required strict adherence. On certain occasions, especially in the religious festivals and often in celebration of a military victory, wine was used to the point of excess.

Another important use of fermented beverages was in medicine—mainly for its intrinsic values as a diuretic, a tonic, or as a sedative, and often as an agent to carry other medicinal substances. It was the only reliable medicinal menstruum available to the ancients, and in this guise it has persisted to this day, at times with stealth, unfortunately. Wine was also used to seal agreements and as a form of currency for paying for goods and services.

Primitive man, there can be no doubt, drank hard, but the time, the place, and the manner of his drinking seem always to have been rigidly determined by custom. In almost every instance individuals did not drink alone.

The casual use of alcohol, like the individual inebriate, is a product of civilization. Drinking places, or taverns, began to appear as early as the Mesopotamian civilization. As this casual drinking increased, so did the concern about drinking behavior. Records indicate that Mesopotamia had regulations for the operation of the taverns. There were also formalized ways of dealing with intoxication.

Various forms of control were tried in these early civilizations when it became evident that some people would drink to excess outside of the accepted times and places. Most controls, however, still fell into the realm of moral or social sanctions. Temperance was the main theme. At this point in history, it should be noted that temperance meant moderation, rather than abstinence. China recognized very early that to prohibit the use of alcohol or to secure total abstinence from the use of it was, ". . . beyond the power of even sages."

Changing Patterns

As civilization became larger and more complex, alcohol consumption patterns began to change. One of these changes was more freedom from the rigors of work. Rome was an advanced civilization which provided an environment of relative leisure, orgy, and extravagance. Wine was still used in festivals, religious rites, and for medicinal purposes, but excessive use and use for pure personal satisfaction became the rule rather than the exception.

Another change occurred as a result of advanced technology. As scientists and medical researchers explored new ways to cure human ills, it was only inevitable that new ways would be found to "improve" wine. Although distillation was probably discovered in Western Europe by this method around A.D. 800, it may have existed centuries earlier among Arabs and Chinese. It was around the end of the thirteenth century that the liquor resulting from distillation really gained a new level of importance. Arnaldus de Villanova, a professor of medicine at the University of Montpellier refined the process of distillation and proclaimed his discovery (aqua vitae) as the savior of mankind. "It was the philosopher's stone, the universal panacea, the key to everlasting life."

Drinking Patterns

Introduction

Some people drink and some don't! A very simple statement! However, the reasons for abstaining or drinking are as varied as the people themselves. Because of this wide variation it would be impossible to list all of those reasons. It is important to realize that many people do or do not drink for similar kinds of reasons, including:

Reasons for Drinking

- To heighten their pressure when they're having a good time.
- Because they like the taste.
- Continuing a habit acquired in youth.
- Because their parents drank.
- Because they like the way alcohol makes them feel.
- Out of curiosity.
- As a means of celebrating a special occasion.
- To relieve worries and anxieties or tensions and fatigue.
- Because of social pressures.
- Because it is a family tradition to drink alcoholic beverages, usually wine or beer, with meals.
- To feel closer to other people, share their happiness.

Reasons for Not Drinking

- Because of personal convictions against drinking.
- Because the religion which they practice prohibits its use.
- Do not like the taste of it.
- Because they are athletes and its use is against regulations.
- It's too expensive.
- Because of ill health or because of an allergy to alcohol.
- Because they choose not to consume anything that will impair mental and physical processes.

It has been suggested by some that there are basically five "rational" reasons for drinking alcoholic beverages. These reasons are:

To quench a thirst;
To savor the taste;
To relax;
To enhance socialization;
To serve a medicinal function.

It should be noted that each of the suggested "rational" uses of alcoholic beverages has limits, beyond which continued use becomes "irrational" and inappropriate. For example:

> People who state that they only drink to "quench a thirst" while at the same time consume a six-pack of beer on a hot afternoon after mowing the lawn, have passed the "rational" limits. Would such people drink 72 ounces of water to "quench a thirst"?
>
> Individuals who say they only drink because they like the taste of alcoholic beverages, and then admit to consuming twenty beers or six to eight mixed drinks. The "rational" limits of drinking for taste have been passed because, physiologically, the depressant effect of alcohol has deadened the taste buds to the point that they can no longer actually taste the beverage.
>
> Drinking for relaxation also has its limits. The individual who is arrested for Driving While Intoxicated and "scores" a .36 blood/alcohol content on a Breathalyzer test has passed the "rational" limits for the use of alcohol as a relaxant.

The individual drinking to enhance a social situation may also drink beyond the "rational" limits. Few persons would disagree with the conclusion that the thoroughly intoxicated individual is more anti-social than social.

Finally, the medicinal uses of alcohol are extremely limited and excessive use for this purpose quickly gets beyond "rational" limits. Alcohol is a depressant drug, but there are many other such drugs which are more effective and safer for use as a medicine.

Patterns

Regardless of the reason, the fact is, people do drink.

Drinking patterns are primarily a matter of statistics, and it seems that statistical surveys about alcohol consumptions are "cheaper by the dozen."

Sometimes it seems like people can reach any conclusion they want depending on how the figures are juggled. This paragraph is intended to serve as a word of caution before attempting to read the following tables excerpted from the American Drinking Practices study by Don Cahalan and *Alcohol and Health, New Knowledge* by the National Institute on Alcohol Abuse and Alcoholism. Keep in mind that these are only 2 studies and they may very well disagree with some other studies done by other people at other times. However they are recognized by a number of professionals in the field as the best statistical studies of American drinking practices available. When professionals were asked about the current relevance of the Cahalan study, done in 1964-65, the unanimous response was "the total consumption may have increased, but the overall patterns have remained the same."

Sociocultural Correlates of Drinking

Sociocultural factors previously found to be associated with whether and how much a person drinks continue to be strongly correlated with consumption patterns. Among such factors are sex, age, ethnic background, religious affiliation, education, socioeconomic status, occupation, and area of residence and degree of urbanization.

Sex

The proportion of adult women who drink has been increasing steadily since World War II, and the results of recent surveys indicate that this trend is continuing. About 47 percent of adult women now drink once a month or more. However, men are nearly twice as likely to be moderate drinkers and three times as likely to be heavy drinkers in comparison with women. In the study most men up to 65 years reported drinking at least once a month. The highest proportion of heavier drinkers occurred among men aged 18 to 20 and 35 to 39. Women aged 21 to 29 had the highest proportion of heavier drinkers.

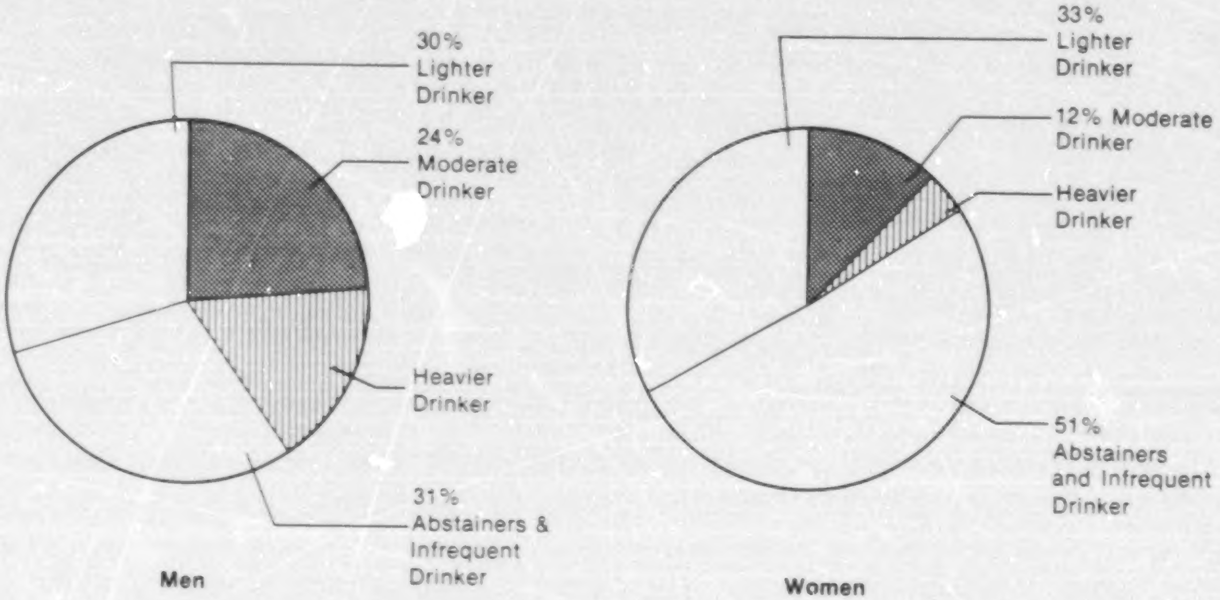


Figure 1 Percent of Drinkers and Types of Drinkers by Sex

Age

A larger proportion of drinkers is consistently found in the younger age groups (21 to 24 years) and a larger proportion of abstainers is found among older persons. Despite the increase in young adults between ages 21 and 24 who drink once a month or more, heavier drinking among men is higher in the 18- to 20-year group than in the 21- to 24-year group.

Similar proportions of young adult drinkers and nondrinkers were reported in two recent nationwide surveys. A 1970 survey of young men 1 year after high-school graduation revealed that 67 percent drank once a month or more. The survey results also showed an increase in the frequency of regular drinking (once a week or more) from 33 per cent during high-school years to 44 percent the following year. It is interesting that the amount of regular drinking was higher among high-school students who joined the military (55 per cent) than among those who entered civilian jobs (48 per cent) or college (38 per cent). The military sample not only started out with higher use rates than most other groups but also showed the highest rate of conversion from abstinence to use.

A 1971 Gallup survey of a national sample of full-time college students revealed that 60 per cent had drunk beer during the 30 days before the interview; 52 per cent had drunk wine and 49 per cent spirits. Consumption frequency had increased between ages 18 and 24 and was higher among men than women.

The overrepresentation of young adults in the drinking population was further corroborated by a survey of 2,938 Irish- and Italian-Americans. The use of large quantities of all beverages in both these populations declines consistently with age. The 18- to 20-year olds reported the highest levels of frequent consumption of five or six drinks at an occasion.

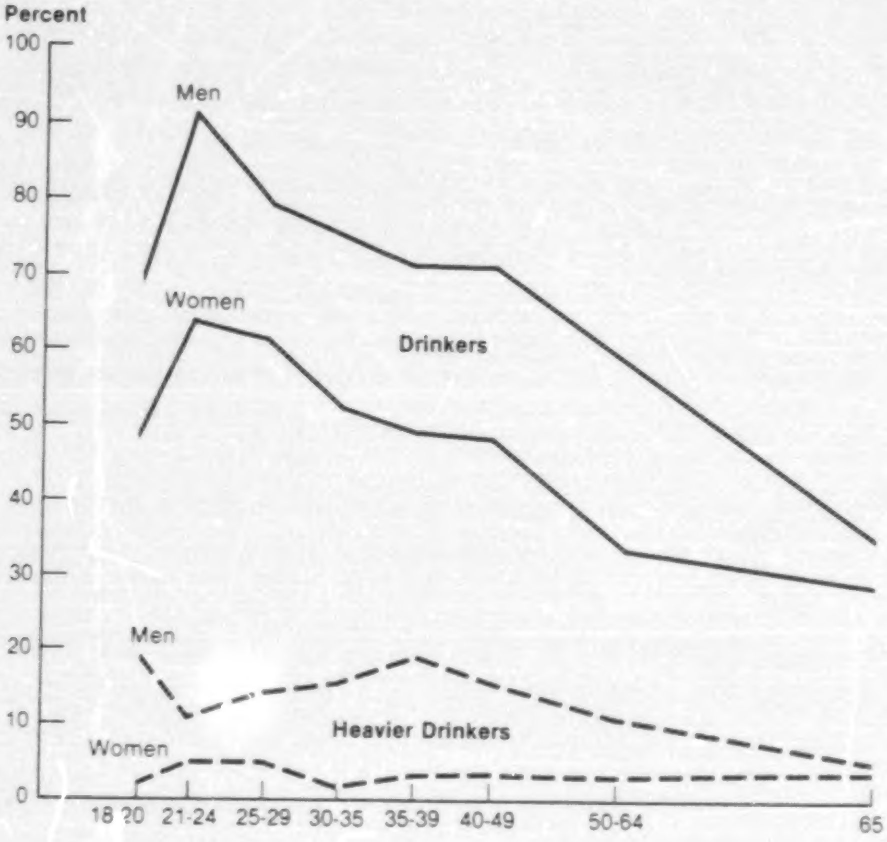


Figure 2 Percent of Drinkers and Heavy Drinkers Among Adults by, Sex and Age, U.S.A.

X. Treatment of Drug Abuse

Overview

There is no known cure for drug abuse. This condition can be arrested, however, through treatment programs, and the abuser can learn to lead a healthy and productive life without drugs. Current research indicates that no one approach to recovery is successful with all people. Each person has to be treated as an individual and a treatment program chosen to fit his/her needs.

I KICKED THE HABIT!

Patients may need to progress through three general stages of treatment:

Managing detoxification withdrawal to safely rid the body of the drug and to help the body adjust to doing without it.

Correcting the chronic health problems that may have been brought on or aggravated by heavy drug use.

Altering long term behavior so that destructive patterns of abuse are not continued.

Some of the major approaches to drug abuse treatment will be presented in the following sections:

Detoxification

Detoxification is the drying out or withdrawing phase of treatment. It is the first step toward ridding the body of its need to use a particular drug. Generally, the procedure is to provide the patient with medical supervision and medication to counteract the convulsions, provide a healthy diet, and promote proper sleep as the body undergoes withdrawal from the drug upon which it has become dependent. Detoxification can require only a few days or a number of weeks depending on the drug. It is a relatively dangerous process for the patient and requires trained supervision. A few patients do die undergoing detoxification, but the vast majority do not, although they may feel like they are dying.

To date there has been understandable reluctance to separate detoxification services from medical facilities. Progress has been made, however, in distinguishing between addicts who require intensive medical care and those who require only nursing care or supervised observation. As a result, three options are now available: intensive medical care, supervised observation, in specialized centers, and ambulatory care.

To avoid the revolving door syndrome, further treatment beyond detoxification is required. In particular, rehabilitation is suggested. Otherwise, the drug user withdraws from drug "A" and without further treatment, within all probability, returns to using it. Steps are needed to alter the users lifestyle and support system so as to promote non-use of drug "A" (and hopefully "B", "C", and other drugs). Therefore, the major problem in detoxification programs is not medical management but rather access into rehabilitation systems and the provision of social supports.

Present Methods of Treatment

Hospitalization

This treatment which takes place within a hospital setting begins with gradual withdrawal of the drug, by decreasing the dosage over a period of one or two weeks, until the patient is drug-free. Withdrawal is followed by a period of inpatient care, usually lasting several months, during which the patient remains isolated from his/her former environment and from drugs, and receives psychiatric counseling, psychotherapy, group therapy or work therapy. The third stage of the hospitalization method consists of a period of outpatient aftercare in which the patient lives in the community but continues to receive counseling, psychotherapy, or vocational rehabilitation.

The precise degree of success or failure of these hospitalization programs is debatable, because follow-up studies had difficulties with data collection and definition of "success" or "failure" of treatment. Despite the fact that a mental health approach and professional therapy were used, the emphasis on security and isolation of the patients from the community resulted in a prison-like atmosphere in many of the facilities. Hospitalization is the most expensive method of treatment, and today it is generally believed to be the least effective method, in view of the high relapse rates of most hospitalization programs over the years.

Methadone Maintenance

In recent years, methadone maintenance has been the most widely used method for treating opiate-dependent persons. Most large cities have treatment programs which provide methadone detoxification and maintenance services after a diagnosis of opiate addiction has been made. Since most methadone maintenance programs offer treatment on an outpatient basis, it is a markedly less expensive method than treatment which involves hospitalization or confinement.

The methadone maintenance technique uses methadone in sufficient dosage to create in patients a "blockade effect." For example, if a patient used heroin while receiving daily dose of methadone, he or she would not experience the usual euphoria that accompanies heroin usage. In many patients this "blockage effect" tends to discourage repeated illicit opiate usage.

Federal regulations now require that methadone maintenance programs provide additional treatment such as group therapy, family counseling, vocational training, and social services. Eligibility is limited to persons 16 years of age or older who can demonstrate that they are opiate-dependent and have been for at least two years. The general theory behind methadone maintenance is to relieve the craving for heroin while engaging patients in additional treatment aimed at helping them work out a better way of living.

XIII. Drug Patterns and Trends

Drug-Oriented Society

During the 1960's, Joel Fort suggested that our nation was a drug-oriented society. He pointed out that not only were young people involved with drugs but adult uses of socially accepted drugs were just that—drug use. His contentions were not accepted by and large at that time, but are more accepted today, especially by drug professionals. An analysis of current drug statistics reveal one fact that stands out above all others, a lot of Americans are consuming a lot of chemical substances. Moreover, as we learn more and more about prescription and over-the-counter drug abuse in the near future, we may be appalled by the true extent of our drug-taking behavior.

Current Use Facts

The following statistics offer a glimpse of the extent of drug usage as well as some of its special characteristics:

Fact: 91% of the population use coffee or tea at least once a day.

Fact: cigarette smokers make up 39% of the male population and 30% of the female population over 21.

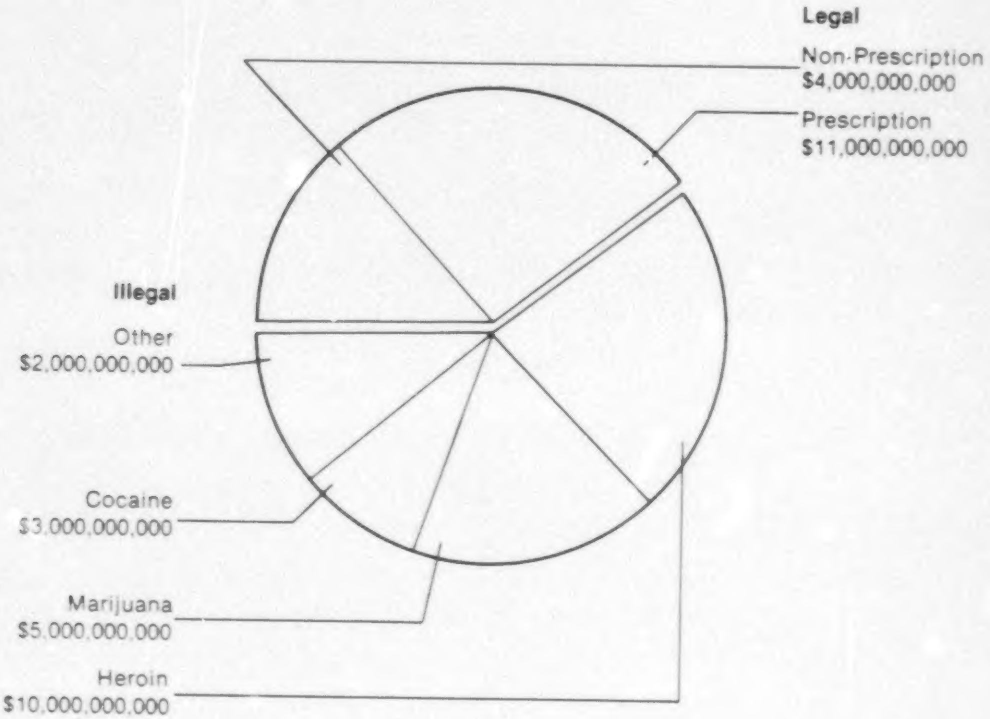
Fact: 75% of twelfth-grade students drink alcohol at unsupervised parties.

Fact: 1,500,000,000 prescriptions are written every year.

Fact: 15 - 19% of students age 12-20 have used marijuana.

Fact: There are approximately 7,000 high-risk heroin users in King County.

The following chart, based on the latest estimates from the Food and Drug Administration (FDA) and the Drug Enforcement Administration (DEA) shows the relative dollar value of drugs consumed in the United States in 1977.

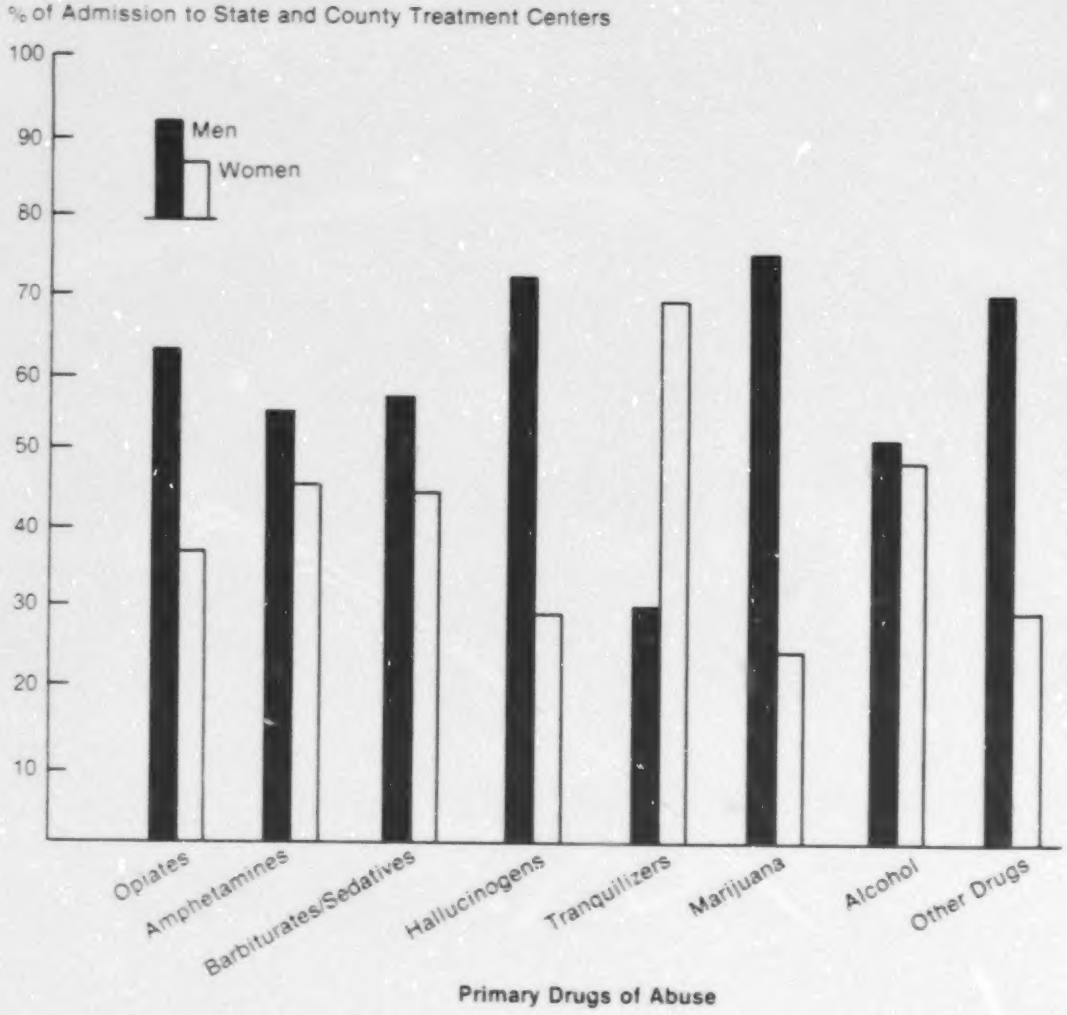


Demographic Data

Additional trends in drug use are evident by age, sex, and race as indicated in the following graphs. *Note:* The data in these graphs is obtained from admission records to treatment and mental health centers and emergency room facilities (from D.S.H.S. figure in 1977). As such, it represents extreme abuse and misuse rather than occasional/recreational use. Some discretion should be exercised in drawing conclusions about the make-up of infrequent users.

Sex

In the following bar graph amphetamine, barbiturate and alcohol abuse are seen as about equal between the sexes. Abuse of tranquilizers is primarily female oriented, while males predominate in opiates, hallucinogens and marijuana abuse.



Contents of Grade Level Curriculum Kits

Grades K-1
List of Contents

"Here's Looking at You"

Code	Item	Quantity
CA-1	Teacher's Guide	1
CA-2	Charts: *Framework Components*	5
CA-3	Cards: *Drug Cutouts*	15
CA-4	Display: *Look-Alike*	1
CA-5	Photoboards: *Mr. Yuk*	5
CA-6	Photoboards: *Safe/Unsafe*	4
CA-7	Pictures: *How Much Is Too Much?*	6
CA-8	Hand Mirrors	15
CA-9	Sound Filmstrip: *Circle of Feelings*	1
CA-10	Feely Head	1
CA-11	Cards: *Emotions*	11
CA-12	Puzzle & Outline: *You're One of the Bunch*	1
CA-13	Chart: *Alternatives*	1
CA-13	Pictures: *Alternatives*	6
CA-14	Photoboards: *Consequences*	4
CA-15	Photoboard: *Experimentation*	1
CA-16	Book: *Alexander's Day*	1
CA-17	Film: *Nothing Ever Turns Out for Me*	1
CA-18	Book: *The Story of Sam*	1
CA-19	Puppet: *Froggy*	1
CA-20	Cards: *Story—Stress & Coping*	1 set
CA-21	Marking Pen	1

Grades 2-3
List of Contents

Code	Item	Quantity
CB-1	Teacher's Guide	1
CB-2	Charts: *Framework Components*	5
CB-3	Cards: *Roleplay*	8
CB-4	Sound Filmstrip: *Too Much of Anything is No Good*	1
CB-5	Photoboards: *Effects of Drinking*	6
CB-6	Box: *Most Special Thing*	1
CB-7	Cassette: *Feelings*	1
CB-8	Book: *Rosie and Michael*	1
CB-9	Box: *Groans & Giggles*	1
CB-10	Individual Task Cards	25
CB-11	Photoboards: *Safe/Unsafe*	14
CB-12	Film: *Me and the Monsters*	1
CB-13	Book: *Yertle the Turtle*	1
CB-14	Puppet: *Gertrude McFuzz*	1
CB-15	Book: *Amos & Boris*	1
CB-16	Chart: *Body*	1
CB-17	Marking Pen	1
CB-18	Chart: *Alternatives*	1

Grade 4
List of Contents

Code	Item	Quantity
CC-1	Framework Cards	5
CC-2	Ground Rules Packet	1
CC-3	Transparencies (3)	1 set
	1) Drug Family Tree	
	2) Profile	
	3) What Would You Do?	
CC-4	Drug Articles	1 set
	1) National Habit	
	2) Aspirin	
CC-5	"Who's Who" Gameboards and Cards	8 sets
CC-6	Pharmaceutical Squares Cards	1 set
CC-7	Filmstrip/Cassette: *What Are You Going to Do About Alcohol? Part I*	1 set
CC-8	Myth Puzzles	15
CC-9	Myth Posters	18
CC-10	Poster: Your Special Person	1
CC-11	Film: *I Think*	1
CC-12	Film: *Buy and Buy*	1
CC-13	Film: *But They Might Laugh*	1
CC-14	"Bottle of Questions" Gameboard and Cards	10 sets
CC-15	Drug/Alcohol Task Cards	2 sets
CC-16	Transparency Pen	1

Grade 5
List of Contents

"Here's Looking at You"

Code	Item	Quantity
CD-1	Framework Cards	5
CD-2	Filmstrip/Cassette: *Me, Myself & Drugs*	1 set
CD-3	Filmstrip/Cassette: *History of Drugs*	1 set
CD-4	Fishing for Information: Gameboard, Poles, Cards	8 sets
CD-5	Film: *How Much Is Too Much?*	1
CD-6	Factor Posters	1 set
CD-7	Books: *Alcohol—What It Is, What It Does*	6 ea
CD-8	Cassette/Scripts: "The Case of Zachery Daiquiri vs. The Internal Organs"	1 set
CD-9	T-Shirt Pattern	1
CD-10	Poster: It's Nice to be Liked Just the Way You Are	1
CD-11	Vocabulary Flash Cards	5
CD- 12	Transparencies	1 set
	1) Today I Decided	
	2) Decision Making Steps	
	3) Decisions to Make	
CD-13	Film: *I Dare You*	1
CD-14	Film: *Less Stress*	1
CD-15	Rolecards: "Claim to Fame" Game (4)	1 set
CD-16	Rolecards: "The Group" (5)	1 set
CD-17	Transparency Pen	1
CD-18	Drug/Alcohol Task Cards	2 sets
CD-19	Natural Things Posters	1 set
CD-20	Argus Cards "I've Got To Be Me"	1 set
CD-21	Senate Hearing Role Cards	1 set
CD-22	Booklet: Drugs A Study Guide (Teacher's Use)	1
CD-23	Myth Posters	1 set

Grade 6
List of Contents

"Here's Looking at You"

Code	Item	Quantity
CE-1	Framework Cards	5
CE-2	Myth Posters	1 set
CE-2	Scripts: "To Tell the Truth"	35
CE-4	Filmstrip/Cassette: *Helpful & Harmful*	1 set
CE-5	Film: *Thinking About Drinking*	1
CE-6	Transparencies 1) Respiratory System 2) Today I Decided 3) Decision Making Steps 4) Decisions to Make 5) It's Up to You	1 set
CE-7	I.A.L.A.C. Button	1
CE-8	Book: *I Am Lovable and Capable*	1
CE-9	Film: *Square Pegs, Round Holes*	1
CE-10	Photoboards: Parental Attitudes	11
CE-11	Film: *Trying Times*	1
CE-12	"Where to Turn" Boards and Cards	1 set
CE-13	Filmstrip/Cassette: *What Are You Going To Do About Alcohol? Part 2*	1 set
CE-14	Transparency Pens	2
CE-15	Drug/Alcohol Task Cards	2 sets
CE-16	Trial of Mr. Alcohol Role Cards	1 set
CE-17	Consequences Chart	1
CE-18	Second Hand Smoke Pamphlets	15
CE-19	Book: *Drug: Facts on Their Use & Abuse*	1
	Learning Center—Activity #8 Information	
CE-20	Learning Center Station Directions	9
CE-21	Template	1
CE-22	Maze Boards	3
CE-23	Cassette: Digestion	1
CE-24	Book: *Happiness Is. . .*	1
CE-25	Dial-A-Drug Wheels	3

Junior High
List of Contents

"Here's Looking at You"

Code	Item	Quantity
CF-1	Framework Cards	5
CF-2	Myth Posters	1 set
CF-3	Booklets: *This Side Up*	15
CF-4	Pamphlets: Marijuana, Depressants, Heroin, Stimulants, Opiates, Deleriants, Hallucinogens, Cocaine (30 ea)	8 sets
CF-5	Posters: Reaction Factors	13
CF-6	THINK/DRINK Game—Blood/Alcohol Wheels & Cards	7 sets
CF-7	Transparencies (3)	1 set
	1) Male Body	
	2) Female Body	
	3) Brain	
CF-8	Alcoholism Sharing Cards	6 sets
CF-9	Film: Getting Through Adolescence	1
CF-10	Risko Game Cards and Dice	8 sets
CF-11	Cards: Can You Sell It?	1 set
CF-12	Advertisement Slides	1 set
CF-13	Filmstrip/Cassette: *Who Can Help You?*	1 set
CF-14	Film: *All Bottled Up*	1
	Transparencies (4)	1 set
	1) Drug Tree	
	2) Decision Making Steps	
	3) Decisions to Make	
	4) Today I Decided	
CF-16	Transparency Pen	1
CF-17	Film: *Decision Alcohol*	1

Senior High
List of Contents

Code	Item	Quantity
CG-1	Framework Transparencies (5)	1 set
CG-2	Myth posters	1 set
CG-3	Film: *Psychoactive*	1
CG-4	Booklets: Drugs of Abuse	15
CG-5	Pamphlets: PCP	15
CG-6	Pamphlets: Alcohol Abuse	35
CG-7	Article: Marijuana The Grasshopper Syndrome	1
CG-8	Photoboards: Responsible/Irresponsible	1 set
CG-98	Book: *Just So it's Healthy*	1
CG-10	Pamphlets: Pregnancy: Before You Drink, Think	35
CG-11	Transparency Pen	1
CG-12	Poster: Typical Drug User	1
CG-13	Feel Wheels and Markers	5
CG-14	Film: *Alcohol, Drugs or Alternatives*	1 set
CG-15	Transparencies	1 set
	1) Today I Decided	
	2) Decision Making Steps	
	3) Decisions to Make	
CG-16	Film: *It's My Hobby*	1
CG-17	Rolecards: Invasion	1 set
CG-18	Book: *The Essential Guide to Prescription Drugs*	1
CG-19	Books: *Coping With . . . Series* (28)	1 set
CG-20	Cassette: *Friends*	1

Title: Decision-Making

Day:
Activity Number: 22

Objectives The Participants Will Be Able to:

- Describe the influence of risk-taking levels, feelings, and attitudes in decisions we make.
- List the steps of decision-making.
- Assess their own risk-taking level in four categories: physical, economic, interpersonal, and alcohol.
- Identify their own attitudes about specific alcohol-related situations and how they may affect classroom instruction.
- Identify their own behavior related to alcohol use.
- Understand why the curriculum uses a decision-making approach rather than just factual information.
- Explain the concept of responsible and irresponsible decision-making about alcohol.

Time Required 1½ Hours

Materials

Training Resources:
"Decision-Making. . ." (TR 22-1)

Participant Handouts:
"Saturday Afternoon Football" (PH #15A)
"An Evening with. . ." (PH #15B)
"The Wedding Reception" (PH #15C)
"Alcohol Use, Self-Assessment. . ." (PH #16)

Equipment and Supplies:
Overhead Projector and screen
Chalkboard and chalk
8 SHS Feel Wheels
Scratch paper

Primary Methods

Trainer lecture and small group interaction.

Procedure

1. Explain that in this activity participants will learn about the process of decision-making, especially those factors that influence it.

2. Explain trends in drug education. Point out that most prevention programs have moved away from scare tactics, one-shot guest speaker presentations, and facts only approaches to more broad-based approaches. These broad-based approaches recognize that students will be making their own decisions. Mention that AEP deals with facts, but also with decision-making skills, including attitudes, values, risk-taking, coping skills and self-concept.

3. Use transparency entitled "Decision-Making and Coping Skills" (TR 22-1) to explain the seven steps to decision-making, and give examples of decision-making that do and do not fit the model. Conclude by pointing out that most people do not always follow the formula.

4. Stress that decisions are usually based on more than facts. At least three factors impact decision-making:
   - Our risk-taking behaviors.
   - Our feelings and emotions.
   - Our values and attitudes.

   Tell participants that this presentation will deal with these three factors of decision-making. Refer trainees to the Yellow Pages in the Teachers' Guide (pp. 8-14) for an understanding of the correlation of the three factors upon decision-making, which they can read at their leisure.

5. Introduce risk-taking by indicating that this factor of decision-making deals with at least four categories of risk. Write them on the chalk board:
   - Physical
   - Economic
   - Interpersonal
   - Alcohol

   Furnish an example and/or story to illustrate each type, such as *skydiving and hang gliding for physical, purchasing a home or changing jobs for economic, telling someone you love them or they have spinach caught in their teeth for interpersonal risks, and telling a family member that you think they should attend Alanon or Alateen to learn alcoholism coping skills would be another example of an alcohol related risk.*

6. Have participants use a sheet of scratch paper to identify their biggest risk in the four risk-taking categories. It should be a risk they are willing to share with other participants. Allow about ten minutes for writing. When writing finishes, have participants arrange themselves in groups of four-five and share the risk examples they have identified. Allow about ten minutes for sharing. After listening to other examples, have them decide if they are high, medium, or low risk-takers and in what situations. Follow-up activity by asking participants to rate themselves through hand or thumb voting as a high, medium, or low risk-taker for the four categories plus an over-all rating.

7. Ask the question, "*How do you feel your attitudes towards risk-taking affect your behavior with students?*" Elicit participant responses. Discuss advantages and disadvantages of various levels of risk-taking, such as *the risks a person takes with students will determine one's teaching role, which in turn affects students and their behavior.*

8. Distribute one "Feel Wheel" chart to each table of four to six participants. Define the following terms on the board:
   - Sanctuary: you do not wish to share feelings.
   - Transition: you have changing feelings.
   - Free zone: no category on the board fits your feelings.

   Ask each participant to choose something as a marker that fits in the feel wheel spaces, such as coin money or a pen.

9. The trainer reads prepared questions about alcohol situations and directs participants to place their marker on the feel wheel to indicate their feelings about each statement. Sample questions are:
   - *How do you feel about someone under the influence who asks you for a quarter?*

- *How do you feel about a fellow staff member who obviously has a drinking problem?*
- *How do you feel about a person you know who is arrested for DWI? One you don't know?*
- *How do you feel about teaching alcohol education?*

(For other examples of questions, see page thirty-one of the Senior High Guide.)
Have participants share the reasons for their responses in small groups after each statement or question is read by the trainer. Explain that participants are free to "pass" and not share if they prefer. Allow two to three minutes per question.

10. At the conclusion of the questions, summarize activity by asking questions such as: How do you think that feelings affect our decisions? Try to elicit answers such as: Often feelings and not facts are the motivations of our actions and we need to understand them to determine how they influence our decisions.

11. Introduce values and attitudes by saying that values provide us with both direction and may be roadblocks to understanding the choices made by others.

12. Have participants take out their training packet. Have them find the responsible/irresponsible activity ditto entitled "An Evening with the Johnsons," (PH #15A, B, C or 15A-C) "Saturday Afternoon Football Game," or "The Wedding Reception." Explain that there are three different situations and they have been randomly divided among the participants. Ask participants to group around three tables by the title of the activity enclosed.

    Have participants individually fill out the form as to their own evaluation of responsibility and irresponsibility for each situation. Without sharing those judgements, they should jot down a word or two for the reasons in each case. Allow five minutes for this activity.

13. Invite participants to share their reasons in small groups. Allow eight to ten minutes for sharing.

14. Follow-up by asking if any group reached a consensus. Point out that groups seldom agree on all questions because individuals have their own values and usually do not change them much, if at all. Then, ask whose values are we teaching? Pause and then stress that when a teacher imposes his/her belief or value in a class activity, it may affect the activity results as it encourages and discourages certain responses, rather than providing students the opportunity to examine their own values. Also, ask whether it is appropriate to share their attitudes at all.

15. Ask participants to find the "Alcohol Use Quiz" handout (PH #16) in their training packets and assign participants to fill it out at some time during the day regarding their own alcohol behavior. This is provided for self-assessment by participants.

16. Summarize that *values are important motivators and bulwarks of behavior to an individual. They should be examined much like feelings to determine their role in decision-making.*

17. Review the seven decision-making steps and effects of risk-taking, feelings and values upon the process. Conclude by stating that *Jecision-making is a complicated process and one that needs practice throughout life.*

Title: Closing

Day:
Activity Number: 23

"Here's Looking at You"

Objectives The Participants Will Be Able to:

- Identify the strengths and weaknesses of the day's training session.

Time Required 10 Minutes

Materials
Participant Handouts:
"Daily Feedback Form" (PH #17)

Primary Methods
Directions by trainer and individual work.

Procedure

1. Request participants to leave their name tags on the registration table as they leave. (Trainer should stand by door to personally remind everyone who forgets.)

2. Remind participants that the third day of training continues next week, and state the exact day.

- Ask participants to anonymously fill out the (PH #17) feedback form as they did the previous day and leave it at the registration table.

Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

Saturday Afternoon Football Game

1. Robert, who is 16, is watching a football game on TV with his father. During a commercial his father goes to the kitchen for a beer and asks Robert if he'd like one, too.

   ☐ Responsible ☐ Irresponsible

   Why?

2. Robert says yes and drinks the beer.

   ☐ Responsible ☐ Irresponsible

   Why?

3. Robert's best friend, Bill, 15, comes in during half-time. Robert's father offers Bill a beer which Bill accepts.

   Father ☐ Responsible ☐ Irresponsible

   Why?

   Bill ☐ Responsible ☐ Irresponsible

   Why?

Read the following situations. Check in the appropriate space whether you think the decision about drinking described in the situation is responsible or irresponsible. Then explain briefly why you answered as you did.

An Evening With the Johnsons

1. It is Friday evening and Mr. and Mrs. Johnson relax by drinking a cocktail at home before dinner.

   ☐ Responsible ☐ Irresponsible

   Why?

2. Larry, who is sixteen years old, enters the living room and asks his father for a sip of his cocktail. His father hands him the glass, and Larry takes a drink.

   Larry ☐ Responsible ☐ Irresponsible

   Why?

   Father ☐ Responsible ☐ Irresponsible

   Why?

3. Larry, his father, mother and 17-year-old sister, Jenny, begin eating dinner. During the meal both Larry and Jenny drink two glasses of wine.

   ☐ Responsible ☐ Irresponsible

   Why?

4. After dinner Mr. and Mrs. Johnson go next door to their neighbor's for a beer.

   ☐ Responsible ☐ Irresponsible

5. Mrs. Johnson continues to drink one beer after another until she becomes loud and begins shouting at Mr. Johnson. She leaves the neighbor's house abruptly, staggers home and falls asleep in the bedroom with all her clothes on.

   ☐ Responsible ☐ Irresponsible

Alcohol Use · Self-Assessment Quiz

Here's a little quiz to find out what kind of drinker a person may be.

Yes	No	
_____	_____	1. Do you think and talk about drinking often?
_____	_____	2. Do you drink now more than you used to?
_____	_____	3. Do you sometimes gulp drinks?
_____	_____	4. Do you often take a drink to help you relax?
_____	_____	5. Do you drink when you are alone?
_____	_____	6. Do you sometimes forget what happened while you were drinking?
_____	_____	7. Do you keep a bottle hidden somewhere—at home or work—for a quick pick-me-up?
_____	_____	8. Do you need a drink to have fun?
_____	_____	9. Do you ever start drinking without really thinking about it?
_____	_____	10. Do you drink in the morning to relieve a hangover?
_____	_____	11. Do you drink your drinks without really "feeling it"?
_____	_____	12. When you drink do you tend to become a different person?
_____	_____	13. Have you ever been arrested for an alcohol related charge?
_____	_____	14. Have you missed some work because of your drinking?
_____	_____	15. Do you dislike this quiz because it hits too close to home?

On questions 1-15, there are no right or wrong answers. However if you have marked yes to any of the items, stop for a moment and honestly ask yourself whether or not you might have a problem with alcohol! If so, ask for help—it is available.

Title: Drug Use Student Panel

Day:
Activity Number: 8

Objectives The Participant Will Be Able to:

- Describe current drug attitudes and use by students in their locality
- Answer questions about drugs from a student perspective

Time Required 1 hour

Materials
Training Resources:
  Typical Drug Abuse Poster
Participant Handouts:
  Student Drug Panel Worksheet (PH #8)
Equipment & Supplies:
  Chalkboard and chalk

Primary Methods
Question and answer session moderated by Trainer B

Procedure

1. Prepare for the activity by setting up chairs for the student panelists at the front of the room. Introduce the activity by soliciting descriptive characteristics of the typical drug user and abuser from the participants. List on the chalkboard. Show the Typical Drug Abuser poster and ask for possible interpretation. Point out that drugs are, in fact, used and abused by all types of people: young, old, rich, poor, male, female, etc.
2. Indicate that the purpose of this session is to examine drug use from the perspective of youths from this locality. Introduce the panelists by first name and grade level. *"These students represent a variety of positions regarding drugs — from user, ex-user, and non-user. They will be sharing their impressions of youth drug use in this community. They are prepared to answer a number of questions which you will find listed on the Student Drug Panel Worksheet (PH#8) as well as respond to your individual questions."*
3. Review the ground rules intended to protect all participants—students and teachers.

   Ground Rules for the Workshop Participants:
   - Please do not ask personal questions, such as "Do you use marijuana?"
   - Provide sufficient time for several students to answer any questions.
   - Ask your questions of the entire panel, not one student.

   Ground Rules for the Panel:
   - Please do not provide personal information, such as people's names.
   - Attempt to distinguish what you have observed and what you suspect.
   - Feel free to disagree with other panelists and indicate what your reasons for disagreeing.
   - Your moderator will interrupt if someone is breaking one of the ground rules.

4. One of the trainers (or a school representative) should act as the panel moderator asking questions to warm up the panelists and prepare the workshop participants to ask their questions. Facilitate the discussion to permit all panelists to respond and to limit the dominance of any one student panel member or workshop participant.

5. After approximately one hour of questions and answers, summarize some of the responses and observations that were shared and thank the panelists. Announce a break and indicate that this will permit individual questions to be answered and personal appreciation for the sharing to be expressed.

6. After the break, allow participants to discuss for a few minutes some of the surprising information and opinions that were shared with them. Discuss cross-age teaching with the curriculum and repeat the curriculum philosophy. Show how the curriculum's approach relates to student comments, such as:
   - many activities are small group oriented to allow students opportunity to actively participate in their learning and to freely discuss their ideas about drugs with their peers.
   - the curriculum assists in building decision-making and coping skills as well as helping students feel good about themselves.
   - the teacher is a facilitator of learning and one to turn to in time of need, too.

Student Panel Questions

1) What drugs are used most often?

2) What trends/changes have you seen in drug use?

3) At what age does drug use start?

4) How easy is it to get various drugs?

5) What groups (stoners, jocks, etc.) use which drugs?

6) Do students consider alcohol a drug?

7) Do you see many students in school who are drunk on some drugs?

8) What problems do you see related to drug use at school and away from school?

9) How much accurate information do students have about drugs?

10) What has your drug education been like?

11) What do you think the schools should do about drug education?

12) Where do students go for help with drug or other problems?

13) How strong is peer pressure to use drugs?

14) How strong is the sense of social responsibility (i.e. preventing a drunk person from driving) among students?

15) What is the extent of and attitude towards driving while under the influence of alcohol or other drugs?

16) What effect if any, do television specials on alcohol and drugs (i.e. Afternoon Specials and "Get High on Yourself") have on:
    1) students who use drugs?
    2) students who do not use drugs?

17) Do students who use drugs/alcohol want or care to be educated on the adverse effects of drugs/alcohol, or are they closed-minded?

18) If you could teach a program on drug information in your school, how would you teach it, and what would you teach?

TOOLS FOR EVALUATING THE "HERE'S LOOKING AT YOU TWO" CURRICULUM

Several instruments have been developed for use in evaluating the drug and alcohol curriculum model. These instruments include:

- Health behavior questionnaires for grades 4-6, junior high and senior high
- Criterion-referenced tests for grades 4-6, junior high, and senior high for both "Here's Looking at You" and "Here's Looking at You Two"
- Teacher Training pre- and post-tests
- A trained teacher post-curriculum and follow-up interview schedule
- A classroom observation schedule

Copies of these instruments can be obtained for a minimal charge from Jeff Boyce, Principal Investigator, Educational Service District 121, 1410 South 200th, Seattle, Washington 98148.

TYPICAL QUESTIONS AND ANSWERS

THE "HERE'S LOOKING AT YOU TWO" ALCOHOL AND DRUG EDUCATION PROGRAM

What is drug education? Drug education means many things to many people. The "Here's Looking at You Two" project defines drug education as an organized and sequential education program about **alcohol and other drugs** that extends from kindergarten through high school. It is designed to help students make responsible decisions about drugs. It provides students with both information and skills. Students learn not only facts about drugs and chemical dependencies, but also develop skills in decision making and coping with problems. In addition, students have opportunities for understanding their attitudes toward drugs and developing positive self-esteem. The responsibility for these education experiences is shared by the community and the family.

Why should drug education be taught in the schools? Everyone in our society is continually faced with drug-related decisions. A school-based program offers one very good opportunity to provide the information and skills young people need to make informed choices.

Why begin the program at the kindergarten level? Most children don't learn about drugs through design, but rather by default--through exposure to family or peer experiences and attitudes at an early age, and through exposure to the subtle influences of the media. This program operates on the assumption that learning about drugs should be by design and should focus upon skills which--if taught early--will permit youth to make responsible decisions about alcohol and other drugs.

Where does alcohol and drug education fit in the school curriculum? The curriculum was designed with flexibility in mind. It can be used in special alcohol and drug education units and classes, or it can be integrated into existing curricula. It does not require the establishment of a new curriculum area to be successful. Many elementary and secondary schools have some type of health education/health promotion program where alcohol and drug education can be easily taught. It can also be integrated with other subject areas, such as language arts and social studies. Some teachers combine both approaches. Regardless of the approach, it is important to develop a program that is well planned and which is integrated into the basic school curriculum to insure that the alcohol and drug education needs of students are addressed on an ongoing rather than a crisis basis.

Who should teach alcohol and drug education in the schools? Using guest speakers who are only with students for a short time is inadequate. Specialists on a full-time basis would be the ideal, but one for each class is not economically feasible. The most workable solution is a trained classroom teacher who can provide alcohol and drug education on a daily basis, with assistance as needed from local alcohol and drug agency specialists. This facilitates a cooperative approach by capitalizing on knowledge and skills from a variety of resources to provide comprehensive alcohol and drug education and services to youth. It also avoids the pitfalls of one-shot, "band-aid" programs.

What is the basic philosophy of the "Here's Looking at You Two" curriculum project?

- The basic premise of this model is that the incidence of alcohol and drug abuse problems will decrease if people have a greater degree of self-esteem, are better able to cope with life's problems, have current facts about drugs and chemical dependency, are more skilled in handling interpersonal relations and have practice in making reasoned decisions.
- Students are confronted continually in their lives with problem situations. Repeated practice in the development of coping and decision-making skills is one method that can better equip them to solve problems. The curriculum emphasizes identifying alternative approaches to problems and predicting the consequences of these alternatives as two important decision-making steps.
- The curriculum and its accompanying classroom activities emphasize student needs and an instructional process that is student-centered. Students are involved dynamically and not in a passive learning role.
- The classroom teacher functions as a facilitator of learning and not as the expert, authority, or director of learning. Teachers assist students in discovering about alcohol and drugs rather than preaching to students.
- For students to gain an awareness and understanding of their attitudes and values, the environment of the classroom should be characterized by trust and fairness so that opinions and feelings from all positions of the spectrum will be accepted and respected, without fear of reprisal. The teacher is responsible (and trained) to foster this atmosphere of free student expression.
- The curriculum promotes responsible attitudes and behaviors about alcohol and other drugs. The focus is making one's own decisions as well as respecting the decisions of others. Chemical dependency is characterized as a treatable illness and its effects on individuals, families and society are studied.

- Since a curriculum is more often taught when materials are easy to use and accessible, all alcohol and drug education materials are provided in ready to use kits for teachers.
- Since a curriculum is taught when teachers feel comfortable using it, teacher training is provided.
- The community, especially parents, need to be involved in the educational process to reinforce the concepts in the curriculum. Likewise, public agencies that deal with drug problems are incorporated into a cooperative approach to drug education.

Why does the project provide complete instructional kits to teachers? Complete kits provide a cost-effective way to provide instruction, because they can be easily shared among staff members within a particular building and among schools within a district. They provide the classroom teacher with organized resources and activities which can be used with a minimum of teacher effort. As a result, teachers and students benefit from additional time being devoted to instruction rather than to acquisition and development of materials. Kits offer a comprehensive program by providing all of the curriculum materials, including films, transparencies, dittos, books, charts and games. They also help insure some uniformity of instruction.

How do teachers obtain these kits? Teachers and other staff can borrow grade level teaching and demonstration kits from the district or regional library after they have received alcohol and drug education training.

What are the project staffing requirements? The size and function of the project staff will vary depending upon:

- the focus of the project (i.e., elementary, secondary or both)
- the status of the project (original development or maintenance)
- the characteristics of the service delivery area (population and geographic size)

How do you fund such a project? A variety of individuals and organizations who care about children and youth are potential sources of funding, including national, state and local alcohol and drug agencies, various commercial groups, private foundations, local service organizations and local school districts.

Why is teacher training considered so important? Teachers, like most other people, have misconceptions about alcohol and drugs and a variety of opinions about what should be taught to students. As a result, they need accurate information and the opportunity to explore their own feelings about alcohol and drugs. Teachers may also have had limited opportunity to learn and practice skills in teaching decision making, coping, and values clarification, and in leading open-ended classroom discussions. The teacher training is designed to meet these needs and give teachers confidence in their ability to teach about alcohol and drugs. The training also increases the likelihood that the curriculum will be used as intended.

What is the training format? Teacher training is conducted in four day-long in-service workshops for the staff of a particular school district during regular school hours. Larger districts may require regional workshops to accommodate many teachers, while some smaller districts can organize joint training. Sessions are taught by trainers, assisted by specialists from the medical profession, alcohol and drug information and treatment centers, law enforcement personnel, and classroom teachers who have utilized the curriculum. Large and small group activities and film presentations comprise the training format. Teacher training is usually organized in a 2-2 format: two consecutive days of training followed 7-10 days later by another two days of training.

How is training provided? Training can be arranged during the regular school day if release time is available. Other alternatives for providing training are after school, in evening or Saturday workshops, or during summer vacations, especially if they are offered for college credit.

How are training participants selected or chosen for this inservice workshop? Typically, the building principal is responsible for selecting training participants. It is preferable for the principal to select a participant based on such criteria as interest in alcohol and drug education and rapport with students and staff. However, a variety of selection methods have been used, including requesting volunteers, the principal selecting and asking a qualified staff member, or the staff selecting trainees.

Why do school districts get involved? Most school districts are concerned about the use of drugs by their students. Many receive pressure from parents and the community to do something about it and want help in designing a solution. School districts in Washington State found that the "Here's Looking at You Two" training workshops and curriculum materials provide at least a partial solution to this problem. It is relatively easy for a district to get involved in this project. Whenever possible, workshops are held within the school district to minimize transportation difficulties. Curriculum materials for all grades are already developed and are available on loan to trained teachers.

Why do teachers get involved? Participating teachers have the opportunity to learn and/or refine classroom teaching skills while gaining information about alcohol and drugs. They receive a free (to them) Curriculum Guide which includes prepared lesson plans for grades K-12. Moreover, the training workshop provides an opportunity for professional growth during school time and not at a teacher's individual expense. Also, college credit or professional training credit for the teacher training workshop can be offered to provide an additional incentive for teachers to participate. Finally, teachers gain access to the kit materials only by going through the training.

TOPIC / GRADE	I ICEBREAKER	II KNOW YOUR STUFF	III THINKING ABOUT DRINKING	IV HOW MUCH IS TOO MUCH?	V WET OR DRY	VI THE WAY I LOOK AT IT	VII WHO CAN I TURN TO?
3	Ten Words Ads and Stories	Brainstorming Alcohol Bingo #1	Stick Puppets				Pepper
4	Questions Ads and Pictures	What is Alcohol? I Am A Bottle	Pantomiming Alcohol in the Media	Too Little, Too Much Paper Charades	Puppet Play: "The Red Shoes" "I Think"	$10 Gift and Decisions We Make Every Day	Happy Hill Farm Abstaining Exercise
5	Advice Column	Demonstrations	Bingo Game #2 Building Sentences or Rhymes	Agree-Disagree Drawings/ Collages	Rules Thinking Ahead	What Can You Do? More Roleplays	Answering for Abby "What's Drunk, Mama?"
6	Quiz Game	Games and Puzzles Stories and Rumors	Questionnaire and Interviews	Results of Interviews Create New Laws	Weighing the Consequences Complete the Story	Roleplays	"All Bottled Up" Agree-Disagree

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Junior High Curriculum Units

TOPIC	I	II	III	IV	V	VI	VII	VIII	IX	X
GRADE	ICEBREAKER	WHAT TO CALL IT?	KNOW YOUR STUFF	THINKING ABOUT DRINKING	HOW MUCH IS TOO MUCH?	WET OR DRY	THE WAY I LOOK AT IT	OUT OF CONTROL	ON THE ROCKS	WHO CAN I TURN TO?
7	Dear Abby	One Drink	Wheel and Factors CASPAR Word Search	Find the Myth Risking/ Gaining	"Barbara Murray" Reasons for Drinking	Live Poll The Comics	John, Sally and Friends Two Drinking Situations	What is Alcoholism	Happy Hill Farm Francesca, Baby	Louise and Marcia What Happens Next?
8	What Would You Like to Know? Story Connections	Facts Review Puzzle It Out	High and Drunk How Much Do You Know?	What is Your Opinion? Easy for Me/ Hard for Me	Why People Drink Card Game Pantomime	Are You Someone Who? Rules for Your Children	Choose Your Consequences Drinking Laws	Opinions About Alcoholism	"All Bottled Up" Member of the Family	If Your Parents Drink Too Much Alateen Helps
9	Space Travelers Stories About Drinking	Quiz Yourself Well, What Do You Know?	Mish-ter, Please . . . Collages	Cartoons Can Teenagers Drink Responsibly?	Fifteen Loves Drinking Patterns	If I Were a Parent Card Game Funny Papers	Acting It Out Ad Campaign	Early Bird Signs Profiles of Two Drinkers	Bill and Martha Mark and Louise	"Like Father Like Son" Answer for Abby

"Alcohol Education Curriculum"

TOPIC	I	II	III	IV	V	VI	VII	VIII	IX	X
GRADE	ICEBREAKER	KNOW YOUR STUFF	HOW MUCH IS TOO MUCH?	WET OR DRY	THINKING ABOUT DRINKING	THE WAY I LOOK AT IT	OUT OF CONTROL	ON THE ROCKS	WHO CAN I TURN TO?	WHAT YOU KNOW WON'T HURT YOU
10	Dear Abby Pretest and Review	One Drink, BAC Wheel Test Yourself	Conceptual Drawings What to Call It?	Why People Drink Card Game Mutual Interviews	Attitude Poll Three Drinking Scenarios	Drinking at a Celebration Peer Pressure Activity	Alcoholism Discussion Sheet 99 Bottles of Beer	Opinions About Alcoholism Describe a Person	Difficult Decisions All in the Family	Responses to Dear Abby Evaluation
11	What is Your Opinion? This is My Question	Alcohol Crossword Quiz Game	A Look At My Drinking Independent Research	What are the Laws? Independent Research (Cont.)	Mike and Tom Tricky Situations	Write Your Story More Situations	When is a Problem a Problem? Bill, Richie, Martha	Alcoholism Card Game Physiology of Alcoholism	All Bottled Up Family Situations	Four Choices
12	Interviews Complete the Sentence	What is in an Ad? CASPAR Acrostic	If I Were A Parent Card Game Drinking Before Driving	Town Meeting Debate Different People — Different Reasons	More Interviews Same Scene, Different Story	Planning the Party Interview Follow-Up	"Secret Love of Sandra Blain" Too Young?	On the Job Field Trip/ Speakers	A Friend In Need Lady on the Rocks	School Committee Post Test

Thinking About Drinking **Grade 4 III B**

Alcohol in the Media

Topic: Attitudes Toward Drinking **Method:** Discussion

Objective: Students examine the influence of media and advertising on their own attitudes toward alcohol and alcohol use/nonuse.

Preliminary Considerations:

Teacher may have pictures, ads, cartoons on file, but this activity is most successful if students have previously been assigned to collect their own material. Again, the teacher may find that some students sensationalize, equate drinking with drunkenness and are very negative about alcohol, particularly in discussion advertising. The teacher should be prepared to present a more positive view of responsible drinking.

Materials Needed:

Magazine pictures and ads, cartoons

Description of Activity:

1. Students are assigned to collect all cartoons, jokes, comic strips and cards they read and hear that describe alcohol use. Students and teacher suggest good sources such as daily and Sunday newspapers, magazines, TV and radio. Sample cartoons appear on the following page.

2. After collecting sufficient materials, students break into small groups and do the following:

   a) Examine each others' materials. Note if it was easy to collect or find materials, similarities, etc.
   b) Decide and record what each message is or what the ad is "selling" besides alcoholic beverage.
   c) Decide and record what the material is saying about alcohol or drinking.
   d) Decide whether you think these messages are true or factual.

3. Class discussion might follow on the subject of advertising alcoholic beverages:

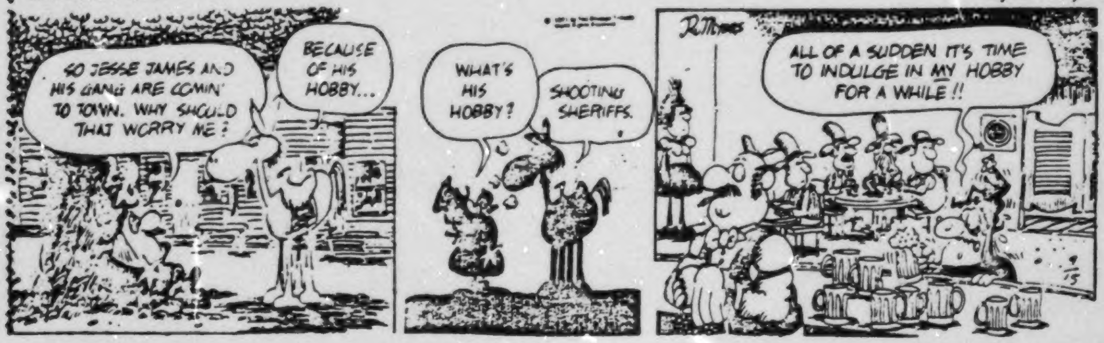
   a) Should it be allowed?
   b) Are people influenced more by ads for drinking or by drinking they see on the shows themselves?

Variations:

1. Students in group create their own ad or comic
2. Make a collage from comics, ads collected.

Sample cartoons illustrating reasons people drink or abstain.

BROOM HILDA **By R. Myers**


SO JESSE JAMES AND HIS GANG ARE COMIN' TO TOWN. WHY SHOULD THAT WORRY ME?
BECAUSE OF HIS HOBBY...
WHAT'S HIS HOBBY?
SHOOTING SHERIFFS.
R. Myers
ALL OF A SUDDEN IT'S TIME TO INDULGE IN MY HOBBY FOR A WHILE!!

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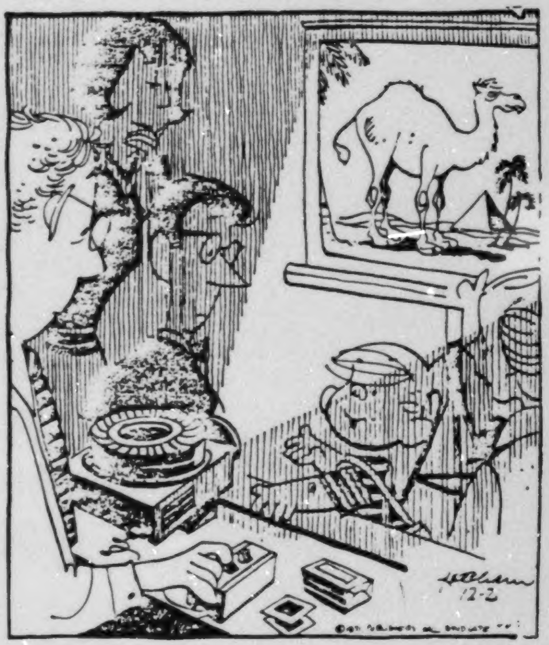
DENNIS THE MENACE By Hank Ketcham


Ketcham
12-2

"That's nothin'! My uncle Ernie went for three months once without takin' a drink!"

Used with the persmission of Publishers Hall Syndicate. Further use of this cartoon may not be made, except for classroom use.

Wet or Dry **Grade 6 V A**

Weighing the Consequences

Topic: Responsible Decisions About Drinking **Method:** Small group discussion

Objective: Students can state the possible advantages and disadvantages of an action by predicting consequences and evaluating risk factors before they decide which choice is best for them.

Preliminary Considerations:

It is probably wise for the teacher to model, before the class as a whole, how a small group might conduct this exercise and arrive at a group decision (including an attempt to encourage disagreement). If this involves skills beyond the class' sophistication, the students may respond individually in writing and then discuss in a large group. The concept of "likelihood" will have to be touched on—to prevent students from citing consequences that are barely possible.

Materials Needed:

A balance-scale and weights
"Weighing the Consequence" sheet, attached

Description of Activity:

1. First demonstrate how the balance works. The heavier side sinks, the lighter side rises and if two weights are equal, the scale is balanced. Note that many little weights can still be lighter than one big weight. Most of the time, people can predict which of two objects will be heavier. However when more than two objects are involved, a person must consider quantity and weight. The teacher should now make the analogy between weighing objects and weighing consequences before making a decision. Class defines "consequence" by brainstorming all the things that might happen if:

   a) the sun burnt out or
   b) you woke up late one Monday morning or
   c) you decided to eat a whole watermelon all by yourself

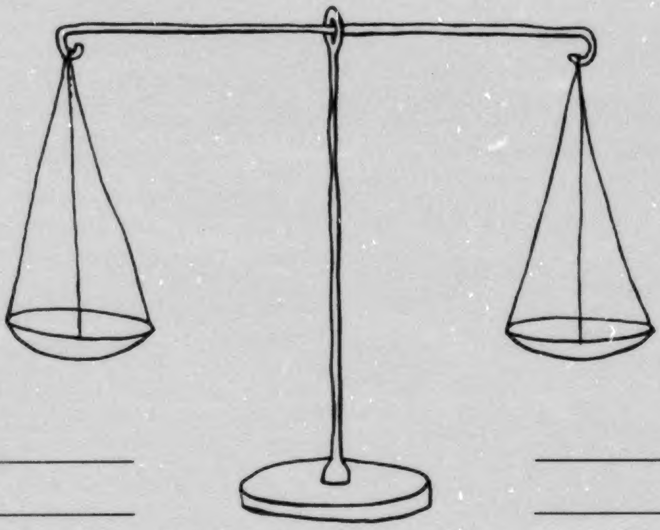
2. Teacher uses a balance-scale to illustrate thinking over or weighing the consequences before making a choice between two actions. Weights represent consequences. One side represents possible good consequences or gains, the other possible bad consequences or risks.

3. Students writing in small groups are given 2 or 3 of the following circumstances and list: (a) The good things that might happen if I did it (GAINS) (b) The bad things that might happen if I did it (RISKS) (c) Which "weighs" more? and what would I do? (See attached sheet.)

   - Someone dares me to hang by me feet from the monkey bars
   - Asking my father and mother if I can have a drink at their anniversary party
   - Telling my mother I broke a plate when she thinks my brother did it
   - Trying out for a big part in a play when I've never done it before
   - Getting a six pack from an older kid and drinking it with friends near the tracks

4. Small groups report and compare their decisions and reasons.

Weighing the Consequences



Risks

Gains

In This Situation I Would ______

Collages

Topic: Information About Alcohol **Method:** Collage

Objective: Students demonstrate knowledge of physical and behavioral effects of alcohol and identify ways in which printed media influence attitudes toward drinking.

Preliminary Considerations:

At the beginning of the unit, or even earlier, students should be told to search for appropriate pictures, words, etc.

Materials Needed:

Magazines

Description of Activity:

1. Students are told in advance of activity the purpose of the collages and shown at least one example of what is expected. Students cut pictures and/or words out of magazines and newspapers and paste them on poster paper. Collages should have a single theme which can involve both physical and behavioral effects, reasons for drinking, or ways that the alcohol industry promotes the sale of the product. Students are instructed to include "good" effects and "bad" ones if they want.

2. Upon completion of collages, students break into small groups and are given instructions to:

   a) Pass around and examine the collages in your group and decide what each one is trying to say about alcohol.
   b) Discuss, and record the group's reactions to the collages: Do members agree that alcohol makes you more sexy, or popular, or that alcohol has mostly bad effects?

3. Groups report results to class and respond to questions and comments from other students and teacher.

How Much Is Too Much? **Grade 11 III A**

A Look at My Drinking

Topic: Drinking Behavior

Method: Class discussion/ Individual assignment

Objective: Students analyze their own drinking in a typical week and can state three aspects of their drinking, including their behavior at various BAC levels, which are important in being aware of their drinking.

Preliminary Considerations:

Anonymity must be stressed and students encouraged to be honest with themselves. This activity is not being graded. Students deserve an explanation for why this activity is useful: the relationship between awareness and control. In discussing the coming week's project some students may be willing to talk about their drinking. While people of all ages are prone to exaggerating or understating their drinking, the teacher should generally take most students' reports seriously. Carefully avoiding moralizing or judging, the teacher should watch for one-upsmanship in the telling of drinking stories, and try to get students to catch themselves in the act of bragging about drinking incidents. Finally, the teacher should be prepared to undergo the week's activity and otherwise equally share information about his/her drinking.

Materials Needed:

BAC Wheels
"Find the BAC," attached
"Drinking Schedule," attached

Description of Activity:

1. Students review BAC wheel and its use. Then students fill out the sheet, "Find the BAC," to ensure comprehension.

2. Teacher distributes Drinking Schedules and explains its purpose and how to use it. Students are to record the amount of alcohol, type(s), place(s), time spent, reasons for drinking, and BAC level for each day of the following week. Teacher should illustrate use of the schedule and students may want to predict their drinking for the week.

3. The first 5-10 minutes of each subsequent class can be spent filling in the cards.

4. After one week, students write a short profile of themselves as drinkers and comment on what they learned from this exercise.

Find the BAC

BAC Level	Describe how a person would be feeling
.00 - .05 %	
.05 - .10 %	
.10 - .25 %	
.25 - .40 %	
.40 → %	

FILL IN THE BLANK

Weight	Number of Drinks	Hours	BAC	Effect
1. 70 **lbs**	3	2	☐ **%**	
2. 200	4	2	☐	
3. 90	6	1	☐	
4. 100	2	2	☐	
5. 80	8	3	☐	
6. 120	4	1	☐	
7. ☐	4	1	.10	
8. 115	☐	2	.04	
9. 130	6	☐	.05	
10. 140	☐	4	.03	

For The Leader. . .

Within any group there is bound to be a range of personal values surrounding a given issue. Not all people in the group will agree as to the relative importance or unimportance they place upon a particular value issue.

After considerable input and experience with these issues, people are prepared to make a value decision. The decision on this single issue will probably have a close relationship to values held about similar situations.

As the individual becomes aware of those factors that are influencing this valuing process, they are able to look at the things they value and compare their own values with those of others. Sometimes, when they find similarities, this may serve to strengthen their position or the value they hold. If they find that there is a diversity or discrepancy between their values and the values of others, they may use this information in clarifying or changing their values.

This lesson is designed to help participants to become aware of the range of values surrounding common alcohol-related situations.

Preparation

Before the class is gathered together for this activity, the leader should prepare the following materials:

(1) Duplicate the Values Survey sheets so that each member of the class can have two copies.

(2) The Values Survey Summary may be used to make a visual or in any other way the leader chooses to tabulate the responses of the class to the Values Survey activity.

Activity

(1) Distribute a Values Survey sheet to each member of the group.

(2) Ask each member of the group to fill out the Values Survey sheet, following the instructions at the top of the sheet.

(3) Give the group from 10 to 15 minutes to fill out their Values Survey sheets.

(4) Distribute to the class a second copy of the Values Survey sheet asking each person to duplicate their responses of the first sheet.

(5) Each member of the group should put his or her name on the first sheet and retain this.

(6) The duplicate Values Survey sheets which will have no names on them should be passed to the leader.

(7) The leader should then distribute the nameless Values Survey sheets in a random fashion to the class.

(8) The leader should ask each member of the group to indicate by a show of hands what response was shown in each category for all 10 questions on the Values Survey. The leader may compose a summary of the responses either on a visual transparency sheet or on the chalkboard.

(9) The nameless Values Survey sheet may now be discarded and each member of the group should refer to his or her own Values Survey sheet to compare responses with the summary totals on the chalkboard or visual transparency.

(10) The group should be given the opportunity to discuss any major differences which appear on the summary tally sheet. For example one statement might have overwhelming approval indicated by 26 who agreed, one who is unsure and 3 who disagreed. On another statement there may be 12 who agree, 5 who are unsure, and 13 who disagree.

(11) After discussing the summary tally sheet, each member of the group should be encouraged to compare his own responses to those on the summary tally sheet. At the bottom of their Values Survey form they may wish to make an "I think ________________, I feel ________________, or an I learned ________________" statement.

(12) At the close of the period allow an opportunity for those who wish to share with the class any of their responses or reactions to the Values Survey. It is important not to force anyone to discuss responses. This should be entirely a voluntary sharing. In any values exercise, there is always the option of passing.

Values Survey

Indicate by placing an X in the space provided whether you agree or disagree with the statements below. If you are not sure if you disagree or agree with the statement, place an X in the "Uncertain" column.

	Agree	Disagree	Uncertain
1. Alcohol usually has good effects on people	☐	☐	☐
2. Alcohol usually has bad effects on people.	☐	☐	☐
3. Alcohol has some good and some bad effects on people.	☐	☐	☐
4. It is socially acceptable for a person not to drink, even in situations where other people are drinking.	☐	☐	☐
5. A couple of drinks on social occasions are good to help people relax.	☐	☐	☐
6. The moderate use of alcohol will have no bad physical effects on most people.	☐	☐	☐
7. Getting drunk occasionally will have no lasting bad effects.	☐	☐	☐
8. If you don't drink with people who do drink, they will not like you.	☐	☐	☐
9. If you do drink with people who don't drink, they won't like you.	☐	☐	☐
10. People should not drink alcohol.	☐	☐	☐

Values Survey Summary

	Agree	Disagree	Uncertain
1. Alcohol usually has good effects on people	☐	☐	☐
2. Alcohol usually has bad effects on people.	☐	☐	☐
3. Alcohol has some good and some bad effects on people.	☐	☐	☐
4. It is socially acceptable for a person not to drink, even in situations where other people are drinking.	☐	☐	☐
5. A couple of drinks on social occasions are good to help people relax.	☐	☐	☐
6. The moderate use of alcohol will have no bad physical effects on most people.	☐	☐	☐
7. Getting drunk occasionally will have no lasting bad effects.	☐	☐	☐
8. If you don't drink with people who do drink, they will not like you.	☐	☐	☐
9. If you do drink with people who don't drink, they won't like you.	☐	☐	☐
10. People should not drink alcohol.	☐	☐	☐

For The Leader. . .

As described in Concept 4, we are proposing 5 steps in the selection of alternatives. In most instances, a person selecting alternatives relies on his or her own personal resources. This is usually because they are accustomed to making decisions within a short time frame.

While decision-making may on occasion require quick judgments, the process of selecting alternatives is a life-long process. The first two steps, defining the situation and generating alternatives, do not have to be done by the individual alone. Peers, friends, family and professionals are available to assist in this part of the alternative process.

This lesson focuses solely on the first two steps of the alternatives process.

The purpose of this activity is to have the participants generate a number of positive alternatives to alcohol use.

Preparation

Before the group is gathered together for this activity, the leader should prepare the following materials:

(1) Prepare one copy of the "Uptight" letter for each member of the group.
(2) Prepare one copy of the "Troubled" letter for each member of the group.
(3) For step #5 of this activity, prepare a visual which lists the 4 categories of alternatives available. If you are preparing a visual for the overhead projector, or a chart, this should be done in advance. An alternative method would be to write this on the chalkboard at the appropriate time.

Activity

(1) Divide the participants into groups of four.
(2) Give each group a copy of the Dear Abby letter.
(3) Explain to the groups that they are to compose a letter to respond to "Uptight."
(4) Give the groups 10-15 minutes to complete this part of the activity.
(5) The leader should then explain to the groups that there could be four general categories of response to the Dear Abby letter
    a. change the beverage
    b. change the situation
    c. change the people
    d. change the life style
(6) Have a representative from each of the groups read the letter they composed as a response to "Uptight."
(7) After each response, have the participants determine into which category that response logically should be placed.
(8) Do not discuss the responses or the classification of responses until each group has reported. After all of the groups have read their "Dear Uptight" letters then discuss
    a. why each group chose their particular response
    b. were there other alternatives considered
    c. what other alternatives might be viable
(9) Distribute the second Dear Abby letter from "Troubled."
(10) The leader should then assign each group a particular response category (changing the beverage, situation, people, or life style). Each of the four categories should be assigned to at least one group so that all categories of response will be covered in the reply letters.
(11) Give the groups from 10 to 15 minutes to draft a letter of response to "Troubled."
(12) Have a representative of each group read that group's response.
(13) Determine if everyone agrees that the response of each group followed the category of response which was assigned to that particular group.
(14) Discuss the responses drafted by each group and try to determine which response appears to be the most appropriate one to the dilemma posed by "Troubled."

Expanding the Activity

(1) Let the group think up other situations for both boys and girls and repeat the activity in the same way.
(2) Just for a change, let a group of boys compose an answer for one of the Dear Abby letters from a girl and let a group of girls compose an answer to a Dear Abby letter from a boy.

Dear Abby:

I am sixteen years old and my brother is eighteen. I am a junior in high school and my brother has just graduated from high school.

On Friday nights when our parents are out, my brother has been inviting some friends over to the house and having a party. There are usually a dozen or more people there. We play records, dance and generally have a a good time.

However, lately there has been more and more drinking at these parties. There is no hard liquor, just mostly beer and wine.

Last week, some of my brother's friends incisted that I have a beer. I went along with them, but I don't like the stuff. Besides, I feel bad because I gave in when I didn't really want to.

I am really uptight about this situation and want to know what I should do. I like my brother and his friends and I really like the parties, at least the way they started out. I want to be included, so what Should I do?

Signed, "Uptight"

Dear Abby:

I have been babysitting on Saturday nights and they told me it was okay to have a girlfriend over while I'm there.

One of my best friends lives just across the street and the neighbors know Jane. We are both fifteen but Jane could easily pass for eighteen. She dates older boys and often drinks with them.

I like to have Jane over because I think I'm a good influence on her, and besides we always seem to have fun when we are together, even though no drinking is involved.

When I was babysitting last week, Jane came over. We listened to some records and when Jane said she was thirsty, I told her that the folks told us we could help ourselves to the Coke in the refridgerator.

When we went for the Cokes, Jane saw a bottle of Vodka in the refridgerator. She drank part of her Coke and then filled the Coke bottle with Vodka. I told her this was against all the rules and besides we would get in trouble with the folks I was babysitting for.

Jane laughed and said "Never mind I'll fill the bottle to where it was before with water and nobody will know the difference."

Abby, I'm really troubled about this situation but I just don't know how to handle it.

The neighbors have asked me to come over and babysit again two weeks from now. What should I do if Jane comes over again? I don't want to cause a lot of trouble and would like to keep Jane's friendship. How do you think I should handle this?

Signed
"Troubled"

Teaching Methods: Individual Work and Small Group Discussions **Page:**
Topic: Feelings and Decisions
Approximate Time: 30-40 minutes

The student will be able to identify his/her feelings and attitudes about the use of alcohol, and understand how they influence his/her decisions.

Special Preparation Steps:
Prepare copies of the worksheet.

Resources	**Activity**	**Evaluation**
From the Guide: Alcohol Attitudes worksheet, p.	1. Explain that this activity will give the students an opportunity to explore their own feelings toward alcohol and a chance to look at their impact on safety and well-being.	
	2. Distribute the worksheets.	
Instructor Provides Chalk Chalkboard	3. Have students rank the characters on the sheet as the directions indicate.	
	4. When all students have completed their ranking, take a quick tally to see how many ranked each character as #1 or #2 and how many ranked each character as #7 or #8. This should show the extremes. Write the tally on the board.	
	5. Ask if there are any general comments.	
	6. Divide the class into groups of four to six.	
	7. Ask them to individually look at the "Driver" and think of as many possible consequences of this behavior as they can. Write these down on the back of the worksheet. Then ask them to do the same thing with the "Father."	
Read Yellow Pages Decision-Making p. 10-16	8. When completed, ask the students to share within their groups first, the consequences of the "Driver's" behavior and second, the consequences of the "Father's" behavior. Allow time for discussion.	
	9. At the end of the discussion, ask the students to re-rank their worksheets, if they would like to, as a result of their discussion.	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——→ Wow!

Alcohol Attitudes

Directions:

Read the description of the fictitious people listed below and rank them on the basis of how strongly you feel about the behavior of each individual. No. 1 would represent the individual which you feel has the most negative behavior and No. 8 would be the least negative behavior. For example, one might rank a person who deliberately gives a child an apple in which he/she has hidden razor blades as No. 1, and one who cheats on his/her diet by having a candy bar as No. 8.

Individual Rank			**Group Response**
______	**Friend**	An adult who buys beer in a grocery store to give to her/his friends who are under 21 years of age.	______
______	**Counselor**	A student who comes to a counselor in school to tell him/her of his involvement with alcohol, and the counselor tells his/her parents.	______
______	**Boozer**	Person who comes to the office party drunk.	______
______	**Teacher**	Teacher who believes very strongly that alcohol is bad and has told a few things to his/her students that weren't true just so they would be sure not to drink.	______
______	**Father**	Father who drinks a couple of beers each evening to be sociable but yells when he hears his 15-year-old son has been drinking at a party.	______
______	**Driver**	A 22-year-old girl who has been drinking heavily at a party and decides to drive her friends home in her new car.	______
______	**Police**	Police officer who knows of a sophomore kegger but doesn't investigate because he/she says, "Kids will be kids."	______
______	**Alcoholic**	Man who argues with his wife and causes family problems because he can't hold a job.	______

Teaching Methods: Lecture/discussion
Topic: The Law

Page:
Approximate Time: 50 minutes

The student will be able to: 1. identify the laws which relate to alcohol and driving in his/her community.
2. estimate the probable cost of being arrested for DWI.

Special Preparation Steps:
Make copies of the worksheet. Invite a state patrol officer or other law enforcement speaker (optional).

Resources

From the Guide:
"Monetary Cost of DWI" worksheet, p. 52

Read Yellow Pages Laws, p. 78-87

Activity

1. Ask students to write down one question they have about the laws relating to any three of these areas:
   - a. DWI
   - b. Minors and alcohol
   - c. Drinking in public
   - d. Being drunk in public
   - e. Having alcohol in a car
   - f. Penalties
   - g. Breathalyzer
   - h. License suspension or revocation
2. Discuss with the class the laws of the state of Washington which relate to drinking and driving. Discussion should include the areas mentioned above plus (and not limited to):
   - a. Physical control
   - b. Deferred prosecution
   - c. Implied consent
   - d. AIS
   - e. Habitual offender
   - f. Serving alcohol to intoxicated persons
3. Ask the students to refer to their written questions to see if they were all answered. Deal with remaining questions.

Activity continued on following page.

Evaluation

Comments or suggested changes

Teacher evaluation of 1 2 3 4 5
activity. Please circle: Ugh! ——→ Wow!

Teaching Methods:
Topic: The Law

Page:
Approximate Time:

Special Preparation Steps:

Resources	**Activity**	**Evaluation**
	Activity continued. 4. Ask students to brainstorm what types of costs might be incurred as a result of being arrested for DWI (e.g., fine, insurance, etc.). 5. For each category listed in #4, ask students to estimate the actual approximate average cost. 6. Distribute copies of the worksheet, discuss each category and the actual costs associated with them. 7. Conclude by asking students to think of things they could purchase with the money spent on a DWI.	

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! → Wow!

"Monetary Cost of a DWI"

First Offense

		Cost
1.	**Higher Insurance Cost** - average cost is $800 per year (must carry at least three years)	$2,400
2.	**Lawyer Fees** - Average cost is $250 minimum, $700 maximum. It may be as much as $1,000 with a jury trial and appeal.	500
3.	**Fines** - Average fine is $300	300
4.	**Cost of Alcohol Information School** - Average is $50	50
5.	**Bail Bondsperson** - (approximate)	40
6.	**Towing Fees** - Statewide average fee	26
7.	**Storage Fees**	$ ______
8.	**Damages** - Your car (other car plus property damage if uninsured—maybe a damage suit, too) Personal injuries to yourself or others?	$ ______
9.	**Time Off From Work** - If you work, estimate the money that you would lose by being in jail (1 day), time off from work for court (1 day)	$ ______
10.	**Reinstatement of Your License**	10
11.	**License Suspended** (include bus fare here) for usually 30 days	$ ______
12.	**Public Transportation**	$ ______
13.	**Other**	$ ______
	Grand Total:	$ ______

Did You Know? You can avoid all of the above by taking a short taxi ride home. You can take a taxi about 1500 miles for around $500. It's free to stay where you are until you sober up, or have a sober friend drive you home.

"Drinking, Driving, Deciding - Curriculum Guide"

Teaching Methods: Worksheet/Discussion
Topic: Risk Taking

Page:
Approximate Time: 30-40 minutes

The student will be able to identify his/her own levels of risk and the impact that might have on driving behavior.

Special Preparation Steps:
Reserve overhead. Duplicate "Situations" handout.

Resources	Activity	Evaluation
From the Guide: "Risk Situations" handout, p. 55	1. Introduce by asking why some people take higher and lower risks than others do. Have students speculate about their risk-taking theories. Explain that this lesson deals with risk-taking and its impact upon decision-making.	
	2. Distribute Situations handout to each student.	
From the Kit: Risk Levels Transparency	3. Using the transparency, explain what is meant by high risk-low gain, etc. Give an example (e.g., most people would agree that a person who shoots heroin on weekends would be involved in a high risk—legal, health, economic—and low gain activity).	
	4. Have students fill out worksheets independently, indicating their perceptions of risk and gain in each situation.	
Instructor Provides Overhead projector	5. Have students form small groups and discuss the risks involved and how to handle the situations listed.	
	6. Summarize their conclusions by discussing the following questions:	
	a. Why are some people more likely to take risks than others in a given situation?	
Read Yellow Pages Decision Making p. 10-16	b. Expand on the statement that risk and gain are both in the eye of the person contemplating the risk. c. Would you agree or disagree that to learn or grow or change, one must risk? d. Is risk-taking good or bad? Why?	

Activity continued on following page.

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! → Wow!

"Drinking, Driving, Deciding - Curriculum Guide"

Teaching Methods:
Topic: Risk Taking

Page:
Approximate Time:

Special Preparation Steps:

Resources **Activity** **Evaluation**

Activity continued.

6. e. How might risk taking impact your drinking behavior?
   f. How might risk taking impact your driving behavior?

Comments or Suggested Changes

Teacher evaluation of activity. Please circle: 1 2 3 4 5 Ugh! ——▶ Wow!

Risk Situations

Risk				Gain		
High	Medium	Low		High	Medium	Low
			1. Driving home after drinking too much.			
			2. Having two drinks in one hour and then driving home.			
			3. Riding home with a driver who has been drinking.			
			4. Riding home with a driver who has been smoking marijuana.			
			5. Hitchhiking late Saturday night.			
			6. Taking a pain pill which was prescribed for your mother last year.			
			7. Taking some "No-Doz" when studying late for an exam.			
			8. Using smoking as a method to keep your weight down.			
			9. "Borrow" some vodka from your parents for a party.			
			10. Rock Climbing.			
			11. Hang gliding.			
			12. Taking a pill (you don't know what it is).			
			13. Reporting a friend for selling drugs.			
			14. Telling a friend he/she has a drug problem.			
			15. Telling a friend they have had too much to drink and they can't drive.			
			16. Refusing to drink at a party.			

Myths About Alcohol

It has been relatively few years since scientists have begun to look closely at alcohol and the effects that this substance has on the human organism. Many of the things we currently believe about alcohol are, therefore, things that have been passed down to us through the countless centuries since alcohol was first used by human beings. It is only natural that some of our beliefs would fall into the category of myths rather than scientific fact.

Listed below are some of the more common myths. You may want to look at other things you believe about alcohol in light of current research.

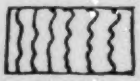
Alcohol and Performance

I drive better after a few drinks. Alcohol does not normally increase physical or mental skills. What it may do is increase confidence and decrease judgment and self-criticism. The drinker may *feel* as if his performance has improved when in reality it may have declined. At least half of the fatal highway accidents involve drinking.

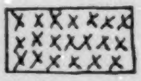
Alcohol increases sexual desire and ability. Contraty to popular belief, the more you drink, the less your sexual capacity. The depressant action of alcohol lowers inhibitions. Therefore the drinker may respond more freely to sexual stimulation. But, like other activities, too much alcohol reduces performance abilities.

Alcoholism

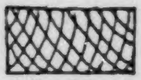
I don't know any alcoholics. Maybe you just don't know you know any alcoholics. Some of your best friends may have drinking problems. They don't seem "different," and they usually try to hide their illness, even from themselves. About one of every ten people who drink has a drinking problem.

Three to Four Drinks - (.05 to .10 BAL) 

As more alcohol enters the person's blood, its effects begin to reach deeper into the brain tissue, affecting the cerebrum. After three or four drinks, the blood alcohol level reaches .05 to .08 and begins to produce a feeling of relaxation as deeper areas are affected. At this point, some of the higher motor and sensory areas are also affected. This causes a decrease in fine skills and a reduction of the person's ability to respond and perform. People at this stage are likely to be more talkative, noisy, and moody, and to feel more alert and more capable than normal, when in actuality, there has been reduction in their reaction time, judgment, and ability to respond to emergencies. Thus, as their actual ability to perform decreases, their confidence in that ability increases.

Five to Seven Drinks - (.11 to .18 BAL) 

As the blood alcohol level approaches the .09 to .15 level, the effects of alcohol extend out of the cerebrum and into the cerebellum. This area of the brain is an essential link in coordinating sensory impulses and motor activity. Alcohol's effect here is to greatly impair the person's ability to respond to stimuli. The drinker's senses of hearing, speech, vision and balance are altered. Decreased sense of pain, staggered gait, and slurred speech may also be evident.

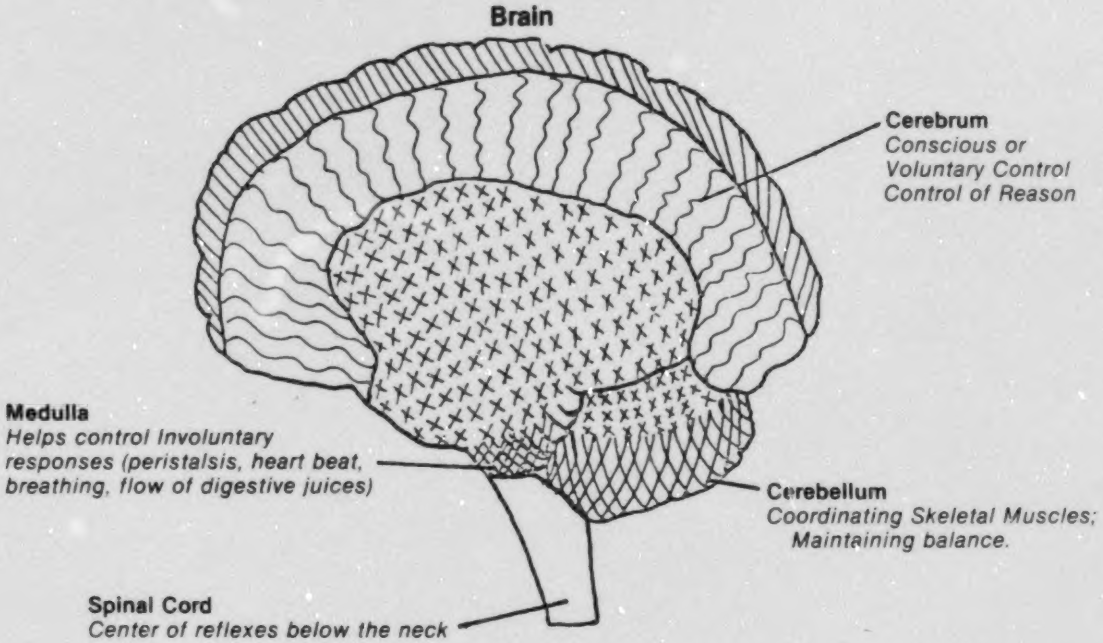
Eight to Twelve Drinks - (.19 to .30 BAL) 

With eight to twelve drinks the blood alcohol level has reached the .19 to .30 level. The entire cerebellum, which controls perception and coordination, as well as portions of the medulla, which controls involuntary functions, may be affected. Reflexes are depressed, body temperature may decrease, and circulation is impaired. Unconsciousness may occur. At this point, gross intoxication of all physical and mental faculties is evident.

More Than Twelve Drinks - (.30 and Above BAL)

Fortunately, most people in this condition are not in a position to drink anymore. They are usually unconscious and will remain in a coma until the body has disposed of enough alcohol so that the nerve centers controlling consciousness may begin to function again. It is important to realize that drinkers in this condition are near the point of death and may die for one of two reasons if left unattended. One, if there is unabsorbed alcohol in the person's stomach, the absorption process will continue even though the person is unconscious and can build up the alcohol level in the body to the point of .40 to .50, which is enough to stop the breathing process. A second reason for death while in coma is vomiting, which may cause the unconscious person to choke. For these reasons, a drinker in a coma should never be left unattended and medical help should be found.

Effects of Alcohol on Areas of the Brain


Brain
Cerebrum
Conscious or Voluntary Control Control of Reason
Medulla
Helps control Involuntary responses (peristalsis, heart beat, breathing, flow of digestive juices)
Cerebellum
Coordinating Skeletal Muscles; Maintaining balance.
Spinal Cord
Center of reflexes below the neck

Key for Brain Diagram
*(See Pg. 41 to 42 for further explanations.)

▧ One to Two Drinks (BAL .01 to .04)

▥ Three to Four Drinks (BAL .05 to .08)

▦ Five to Seven Drinks (BAL .09 to .15)

▩ Eight to Twelve Drinks (BAL .16 to .30)

*These blood alcohol levels are based on a 140 lb. person who has consumed alcohol over a short period of time (1 to 2 hours.)

Factors Which Influence the Behavioral Effects of Alcohol

When discussing the average effect of a given blood alcohol level on an average person, it is important to keep in mind a number of factors which influence how people respond to alcohol. These factors include: the type of alcoholic beverage, how much of it and how fast one drinks, whether one has eaten, body weight and personal body chemistry, the situation and mood one is in, one's attitudes about drinking, and one's drinking experience. (Explanations of other factors can be found on pages 27 to 28.)

Here are a few examples:

1. **Situation.** Often, we unthinkingly regulate our behavior when we're drinking, depending on where we are and who we're with. A young person, having dinner with a friend, may feel slightly high after one drink. But when having dinner with the boss the next night, one drink may have little or no effect. The individual is keeping a tighter grip on his/her behavior.

2. **Mood.** People's emotions can also affect their drinking behavior. When at ease and comfortable, they are likely to stop after feeling the relaxing effect of one drink. But at another time, when they are tense or angry, they might feel pressured to continue drinking until their minds no longer focus on their problems.

   People's reasons for drinking can actually affect their reactions to alcohol, too. Someone who is drinking to have an excuse for acting out may unconsciously exaggerate the effect that alcohol is having, while people who boast that they can hold their liquor may succeed in masking the effects of the alcohol.

3. **Drinking Experience.** Those who are used to alcohol recognize when it is beginning to interfere with their judgment and coordination. Certain reactions warn them when to stop drinking and when to control their behavior.

   Inexperienced drinkers do not have a clear picture of how they will react to alcohol nor have they learned to control their reactions. In fact, since they are expecting something to happen, they may purposely behave with less control. They may also be unsure of when to stop and may drink more than they can handle.

Developing Tolerance to Alcohol

There are many people who believe that with practice a drinker can develop a tolerance or resistance to alcohol. They point to the fact that experienced drinkers develop the ability to "hold their liquor" without outwardly showing the effects of it. Since there are so many misconceptions about this, we need to examine more closely just what is meant by tolerance. There are two kinds of tolerance which outwardly appear the same but which actually are quite different.

Tissue Tolerance. There is some evidence that prolonged regular intake of alcohol in large doses can create what is called tissue resistance. The body's nerve centers, in a desperate attempt to keep the body processes functioning in balance, attempt to compensate for the depressant effect

Which of These Things is Not Like the Others?

"Starting Early Curriculum Guide"

Kindergarten - Lesson Four

Purpose:	To assist pupils in classifying selected items into groups and to recognize the reasons why certain other items do not belong in that classification.
Objective:	Pupils will be able to identify commonly used beverages as alcoholic or nonalcoholic.
Materials Needed:	Handouts: *Which of These Things Is Not Like the Others?* (pages 27-29); Teacher's Demonstration Copy of handout (page 25). Pictures of beer, wine, champagne (page 31), crayons, one sheet of colored poster paper, magic marker.
Approximate Time:	30 minutes.
Description:	This activity has been used on the TV show *Sesame Street.* A short song, with everyone joining in, should precede the children's selection of each answer—"One of these things is not like the others. One of these things doesn't belong. Can you tell which one is not like the others before I finish my song?" The Teacher's Demonstration Copy (page 25) is to be used as the example so that each child is familiar with the meaning of classification.

Discussion Questions:*

1) Which of these things is not like the others; which of these things doesn't belong?
Lollipop
2) Why?
You smoke the others, and they are not good for you
3) Could lollipops also not be good for you?
Yes, if I eat too many.

The teacher then distributes handouts to the class, identifies each of the four items in each grouping and asks pupils to indicate the one item that does not belong in the group. All answers are accepted and discussed until the class and teacher come to a common decision about what makes the one item different. The pupils then circle that item and proceed to the next grouping.

Answers for Groupings

Group:
1) *Three are fruits, one is a fish*
2) *Electrical outlet, knife and matches all could be dangerous; a puppet usually is not*
3) *Baseball, football and soccer ball are all balls; blocks are not*
4) *Milk, soda, and apple juice are beverages that children drink; wine is not*
5) *Bikes, tricycles and cars have wheels; boats do not*
6) *Beer, wine and champagne (sparkling wine) contain alcohol, soda does not*
7) *Traffic light, stop sign and school crossing sign are all traffic signals; a house is not*
8) *Meat, fruit and vegetables are healthful for you; too much candy could make you sick*

Discussion Questions:

1) What is an alcoholic beverage?
A drink that contains alcohol.

2) What are some alcoholic beverages that you saw in your handouts?
Beer, wine and champagne.

The teacher then lists (on poster paper) beverages which contain alcohol and tacks pictures of them (Appendix and magazines) to the list.

3) What can alcohol do to a person who drinks it?
It can sometimes make people act differently, and it may affect their health if they drink too much.

Summary Statement:	"We've discovered that some objects are not like others, and we have also learned that some drinks contain alcohol—a substance that may affect health and behavior."

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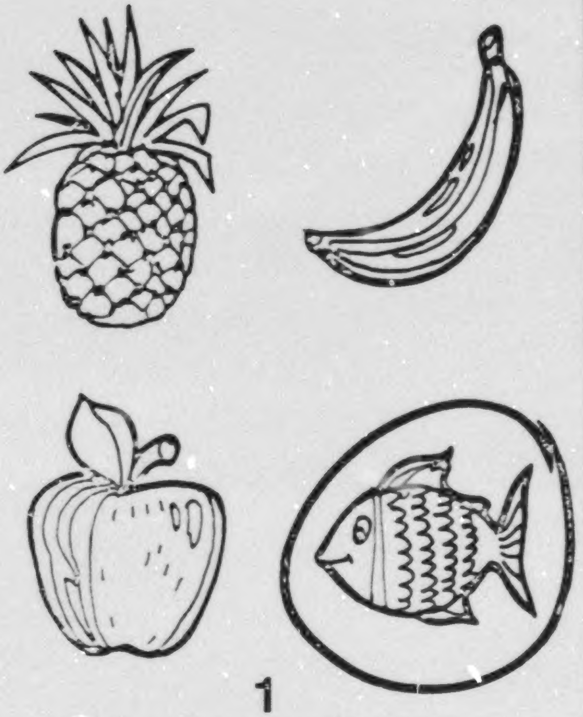
*Note: Answers should be explored as appropriate for increased understanding.

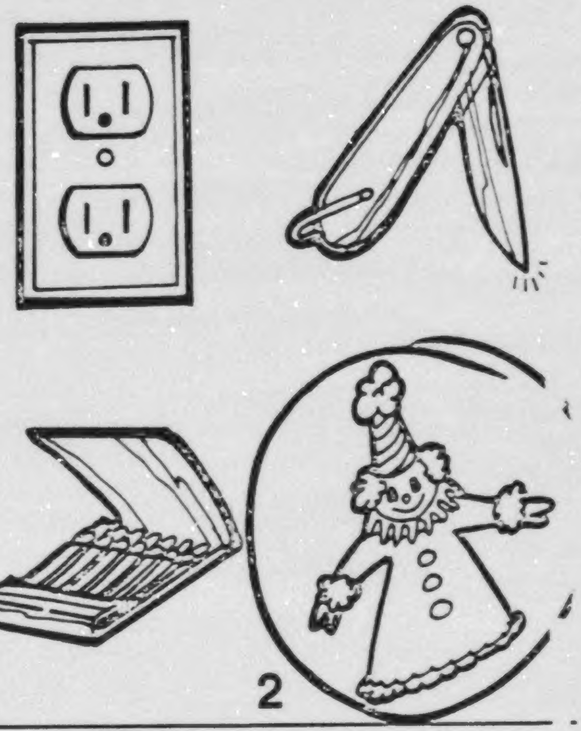
Which of These Things is Not Like the Others?

"Starting Early Curriculum Guide"

Draw a line around the picture in each box that is not like the others.



1



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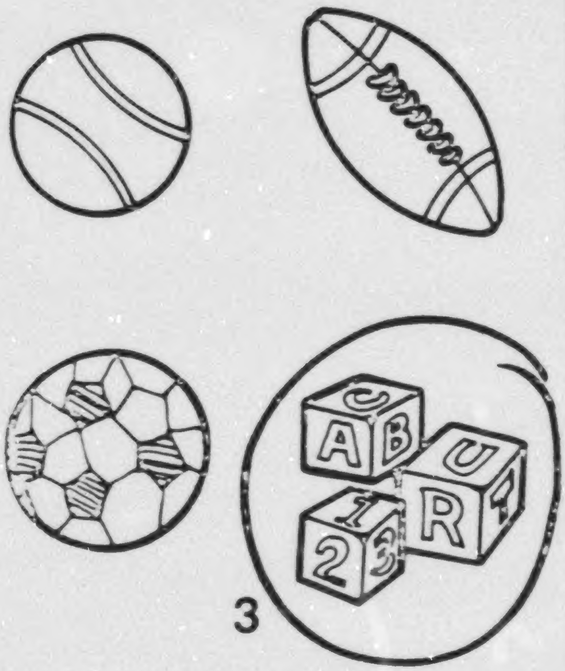

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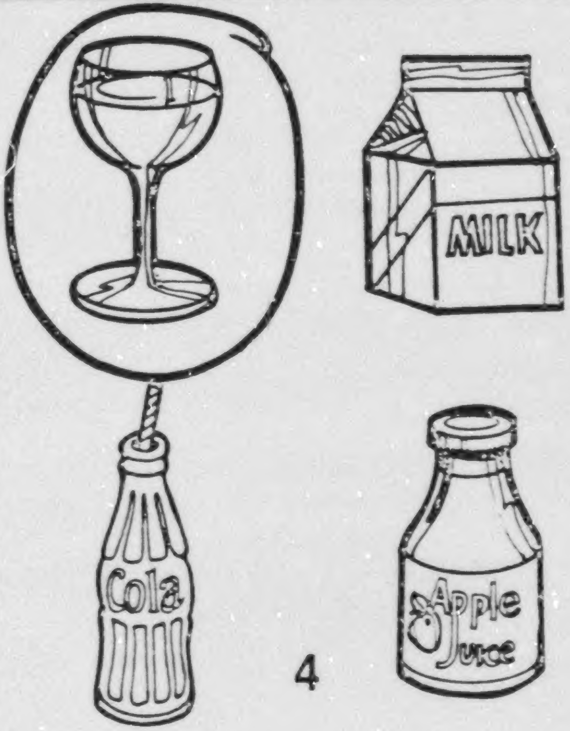

MILK
Cola
Apple
Juice

4

Alcohol: How Much is Too Much? and Jeopardy

Purpose	To review basic information about alcohol.
Objectives	Pupils will be able to identify: 1. reasons for variations of the influence of alcohol 2. risk and rewards people perceive in drinking
Materials Needed	Film: *Alcohol: How Much Is Too Much?* (11-minutes, soundtrack on pages 12-13), projector and screen Teacher's *Jeopardy* Question-and-Answer Sheet (page 13) *Jeopardy* Question Cards and Game Board drawn on chalkboard (pages 10, 35, 37, 39)
Approximate Time	45 minutes.
Description	The teacher introduces the film *Alcohol: How Much Is Too Much?*, explaining that the film will review some basic information about alcohol, its use and effects. The teacher may wish to ask some questions to see how much the students remember.

Discussion Questions:

1) What is an alcoholic beverage?
It is a drink that contains a drug called alcohol
2) Name some alcoholic beverages.
Beer, wine, whiskey, etc.
3) Why do some people drink alcoholic beverages?
To celebrate, forget problems, enjoy with dinner
4) How does alcohol affect one's behavior?
It can make people do things they would not normally do. Because it is a depressant that puts part of the brain to sleep, our judgment, self control, vision and muscle coordination are affected.
5) Can you think of reasons why alcohol affects a person differently at different times?
Food in stomach, speed of drinking, mood

"We are going to see a film that reviews some facts about alcohol. After the film, we will play a game called *Jeopardy* and try to answer some questions relating to these facts. Pay attention to the film so you'll know the answers."

The teacher shows the film and may wish to discuss some of the major points before playing *Jeopardy*.

"We have just seen a film that gave us a great deal of information about alcohol and its effects. Alcohol, like all drugs, can harm us when misused. Let's see how much we know about alcohol by playing a game called *Jeopardy*. It's similar to the TV game show which some of you may have seen, although I've changed the rules somewhat. The object of the game is to score as many points as you can for your team by giving the correct answer to the questions on the game board. The questions are divided into four categories—Facts, Effects, Risks and Drugs."

JEOPARDY

Facts	Effects	Risks	Drugs
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40
50	50	50	50

Set up chalkboard as illustrated. Use Fun Tack™ putty for affixing number cards to chalkboard. Pull point card (when correct answer is given) and award to team for final score tally.

Each question has a different point value, depending on difficulty. The teacher divides the class into three or four teams and chooses a question card as an example. The first team selects a category and point value under it.

The teacher reads the question in the selected box of the game board. That team tries to answer the question. Teammates can discuss the answer. If they are correct, they receive the point value of that answer and go on to pick the next question. If incorrect, the question is repeated until either one team responds correctly or all teams have passed. If the correct answer is not given, the teacher gives the correct answer.

The game ends either when questions from all categories have been read or the predetermined time has run out. The team with the most points wins. The teacher should take advantage of "teachable moments" throughout the game to explain answers as appropriate. If time permits, the game may be played again during a later lesson.

Summary Statement:	"We have learned that alcohol is a drug with a variety of effects upon individuals, and that too much alcohol isn't good. In our next lesson we will see the effects of alcohol on some unusual animals, and we will have an opportunity to become detectives for a day."

not drink or one of the even more millions who do. A shot of whiskey, a cocktail, a glass of wine, a glass of beer—each of these contain about the same amount of ethyl alcohol—about one-half ounce—a powerful drug that changes the way the body functions. The human body, just as a machine, will not function well with too much of the wrong kind of fuel. Alcohol is dangerous when misused. It must be used with respect and maturity. When the time comes, if you decide that you shall be one who drinks, that's not the really big decision that requires maturity. With alcohol all the little decisions are really big ones. For if a person has respect for himself and others, every time he drinks he must be aware that the drink in his hand contains a drug; and every time he drinks, he must make the decision about *how much is too much*.

Teacher's Jeopardy Question-and-Answer Sheet

	FACTS	EFFECTS	RISKS	DRUGS
10	Is alcohol a stimulant or a depressant? *Depressant*	Who would usually feel the effects of alcohol more, a 100 lb. person or a 200 lb. person? *100 lb. person*	Name two situations where it might be dangerous to drink alcohol. *Driving, bike riding, working, walking in traffic*	Name two beverages that contain caffeine. *Coffee, tea, cola, cocoa*
20	Which contains more alcohol, one can of beer, one glass of wine or one shot of whiskey? *They all contain the same amount*	Name three ways a person might act if drunk (intoxicated). *Stagger, slurred speech, silly, show poor judgment*	What is responsible for the most deaths to school-age children? *Traffic accidents*	Name three drinks that contain alcohol. *Beer, wine, whiskey, cocktails, champagne, gin, vodka*
30	What kind of alcohol is found in an alcoholic drink? *Ethyl alcohol*	What is the only thing that can sober up someone who is intoxicated? *Time*	Name two risks of drinking too much. *Accidents, get drunk, pass out, death*	What is the most abused drug in the United States? *Alcohol*
40	Name an organ or part of the body affected by drinking alcohol. *Brain, kidney, liver, heart*	What is the first thing affected by drinking alcohol? *Judgment*	Name two diseases or disorders that can be caused by drinking too much. *Alcoholism* *Cirrhosis of the liver* *Gastritis* *Malnutrition* *Gastric ulcers* *Fetal Alcohol Syndrome*	Which beverage does *not* contain a drug—coffee, tea, beer, cola, ginger ale, wine? *Ginger ale*
50	How does alcohol get into the bloodstream? *Absorbed directly*	What are two factors that change the effects of alcohol on an individual? *Body size, food in the stomach, mood, speed of drinking*	Why is drinking and driving more dangerous for teenagers? *They have less experience in drinking and less experience in driving and less experience in the combination*	What do alcohol and sleeping pills have in common? *They are both depressants and can put you to sleep; more so if combined*

AL CO HOL Scoreboard

Period	AL	CO	HOL
Celebrity Squares			
Total Ads			
Find The Word			
Question/Answer Contest			
Total Interviews			
Crossword Puzzle			
Total Paragraphs			
Total Resources			
Total Points			

Activity:	**Description:**	**Minutes:**	**Total Minutes Elapsed:**
Mini-Lecture	Following comments on the answers to the seven questions, the instructor gives a short lecture conveying the following information. (This represents only an outline of highlights; for more details refer to content overview for Lesson Two and Lesson Three (pages 42-43 and 53).	10	30

1. BAC--what it is and how it is measured.
2. One drink = increase of 0.02% in BAC.
3. BAC = 0.04 – 0.05% % = dangerous driving.

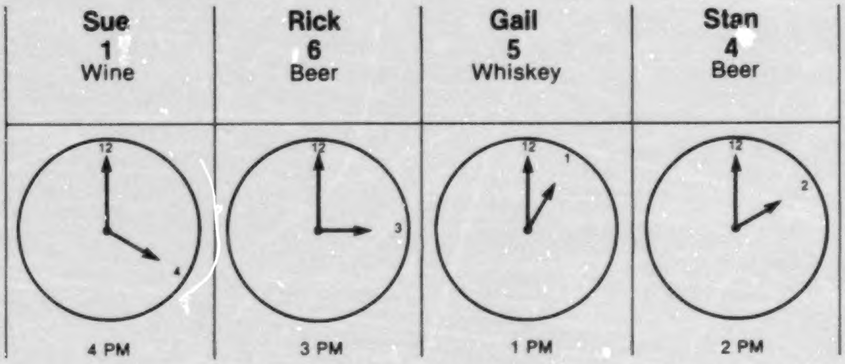
   BAC = 0.10% = legally defined point for DWI in most states.

   BAC = 0.15% = 25 times greater chance of causing a traffic accident.
4. BAC = 0.05% = 2 to 3 drinks in an hour; BAC = 0.10% = 5 drinks in an hour.
5. Oxidation rate = one drink per hour.
6. *Proof* = twice the percentage of alcohol in a beverage.
   Example: 80 *proof* = 40% alcohol

	Usual serving in ounces		Percentage of Alcohol		Ounces of Alcohol
Whiskey	1-½	X	40	=	.60
Wine	5	X	12	=	.60
Beer	12	X	5	=	.60

Therefore beer, wine and whiskey in usual servings contain the same amount of alcohol and provide the same effect. Refer to visual, *They All Pack the Same Punch Per Drink.* (Transparency is found in Supplementary Instructional Materials Packet.)

Activity	Description	Minutes	Total Minutes Elapsed
Collection of Take-home Assignments	Have each student submit a *Crossword Puzzle* and interview report identified by AL. CO or HOL for proper credit. Points should be posted by the next lesson.	5	5
Crossword Puzzle	Discuss some of the words in the *Crossword Puzzle.* The instructor then announces the points scored for *Find-the-Word,* and ads for alcoholic beverages, and shows them posted on the Scoreboard. (This is best performed during class time in front of the students for sustained interest.)	5	10
Mini-Lecture Review	A brief review of the Mini-Lecture from the previous lesson is given, emphasizing BAC and oxidation. (See page 46)	5	15
Mix and Match	The instructor then says: "As we become more aware of alcohol and its effects on the body and driving skills, we realize that BAC is an important measure for someone who has been drinking. Let's see if we can determine BAC's in the following situation."	5	20



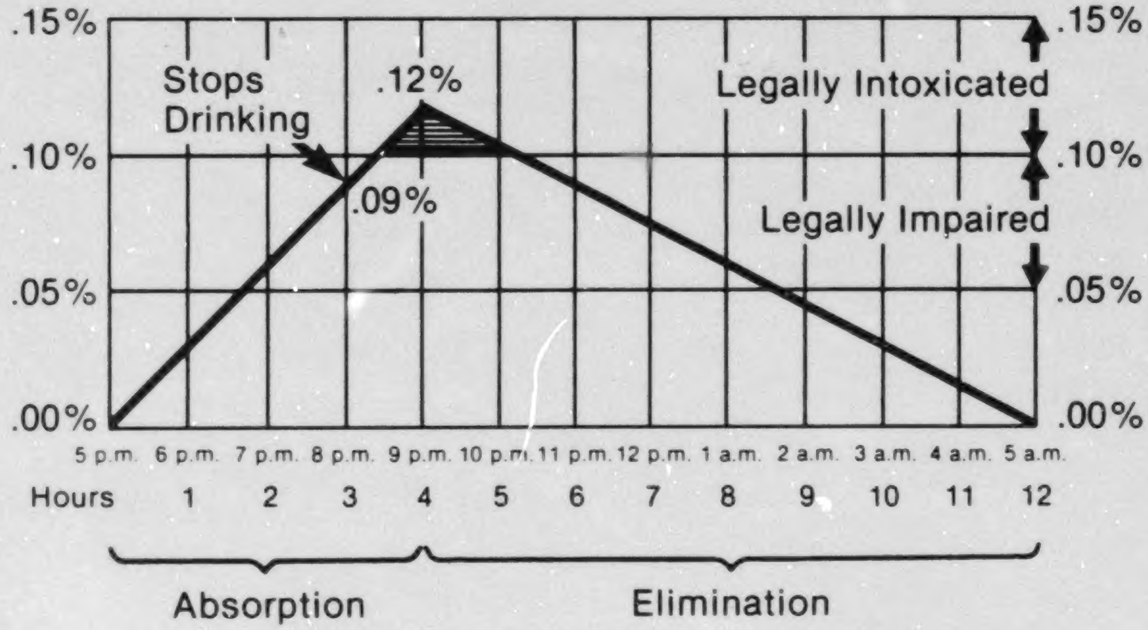
"You had lunch with Sue, Rick, Stan and Gail at 11 a.m. After you left at noon, they went out drinking and drank the amounts listed under their names on the chart I am pointing out to you. During the afternoon you met them separately at the times shown on the clocks on my desk. If you used a Breathalyzer on your friends, two of them would show a BAC of zero percent, while the other two would have higher BAC's. Match the clocks with the names to determine which two friends had a BAC of zero, and at what time. What is the earliest you could have met them?"

Activity	**Description**	**Minutes**	**Total Minutes Elapsed**
Mix and Match (cont'd)	*Sue at one o'clock and Stan at four.* Other examples could be given to reinforce the concept of oxidation rate.		
Risks and Rewards	The instructor then states: "Part of your take-home assignment was to ask people why they do or do not drink, and on what (if any) occasions they consider drinking appropriate. Using the answers along with all the other things we have learned about alcohol, I'd like you to take this *Risks and Rewards* form and to list in the appropriate column all the risks and rewards *you feel* are connected with a decision to drink. This is a private matter, so please keep your lists and choices to yourself. (Allow a reasonable amount of time to complete the exercise.)	10	30

DRINKING

RISKS	**REWARDS**

Elimination Rate



*150 Pound Person Drinking on an Empty Stomach

TRANSPARENCY

5

elimination rate

SUGGESTED WAYS TO USE THE TRANSPARENCY

This transparency shows a sample drinking experience from the start of drinking to the final elimination of alcohol from the system. Since most people fail to realize how long alcohol stays in the system, this chart is useful to demonstrate elimination times. It can also be used to show that a drinker's blood alcohol level actually increases **after** drinking stops – a point few people realize.

- Why do blood alcohol levels increase after a person stops drinking?
- Do you think the average person could tell that his or her blood alcohol level was rising after they stopped drinking?
- Why does alcohol take longer to leave the system than to enter it?

SUPPORT DATA

In transparency number 4, information was presented concerning the process and rate by which alcohol is absorbed and eliminated from the body. There are other factors, however, that need to be considered relative to the manner in which this absorption and elimination occurs. As stated previously, within 20 to 40 minutes after a drink is consumed, all of the alcoholic content has been absorbed into the body. Further, average individuals will eliminate alcohol from their bodies at the rate of approximately .015 BAL per hour. As a result, even though a person stops drinking, blood alcohol level (BAL) will continue to rise for some time.

For purposes of illustration, let's look at a 150-pound person who consumes eight (8) mixed drinks during a three-hour period (5:00 p.m. to 8:00 p.m.) and reaches a BAL of .09 percent. In spite of the fact that no alcohol is consumed after 8:00 p.m., and allowing for elimination that is occurring at the rate of .015 BAL per hour, the individual's blood alcohol level (BAL) rises to .12 percent before starting to fall. At this point, an individual is considered to be legally intoxicated.

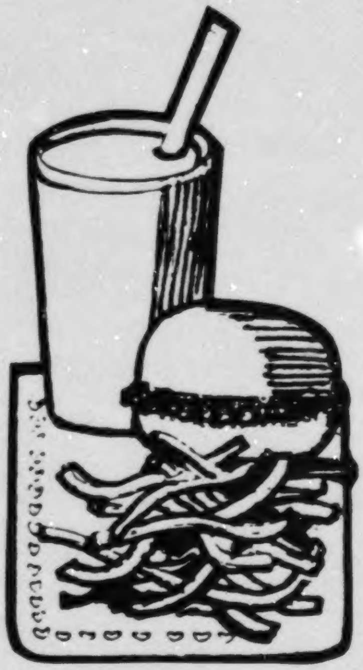
Further, as illustrated in this visual, the individual would remain impaired until approximately 2:00 a.m. In fact, alcohol will not be entirely eliminated from the body until at least 5:00 a.m.

If you shift the scale to the right and imagine that the individual starts to drink at 9:00 p.m. and drinks until midnight, it becomes apparent that the individual would still be impaired to some degree when returning to work the next day.

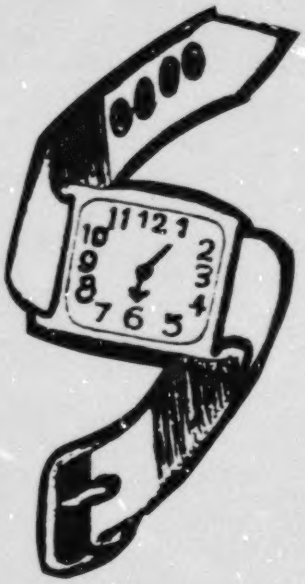
A discouraging phenomenon of alcohol is that once the blood alcohol level has peaked and starts to diminish, individuals who have been drinking see themselves much more sober than is the real case. This condition exists due to the fact that their frame of reference is their **worst** level of intoxication, and not a comparison with their abilities prior to drinking.

Three Defenses Everyone Has

Food

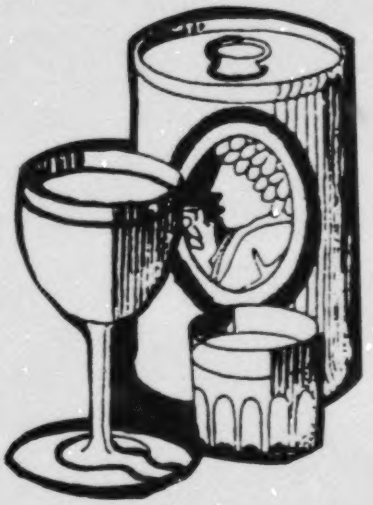


Time



11 12 1
10 2
9 3
8 4
7 6 5

Amount and
Rate of Alcohol
Consumed



TRANSPARENCY

7

three defenses everyone has

SUGGESTIONS FOR USING THE TRANSPARENCY

This transparency presents information concerning factors that influence the rate of absorption and consequent blood alcohol levels. It can be used to demonstrate the fact that if individuals elect to drink, but control their consumption of alcohol, there **are** ways to reduce the impact of drinking.

- Why is it a good idea to **eat** before or while drinking? Why do hosts and hostesses serve **snacks** when alcoholic beverages are available at a party?
- Of the three defenses shown, which one do you think is most effective?
- What would you do if a party were almost over but you felt that there was a question of your ability to drive?
- Besides the three defenses shown, what **other** defenses or options can you use to avoid getting drunk if you elect to drink?

SUPPORT DATA

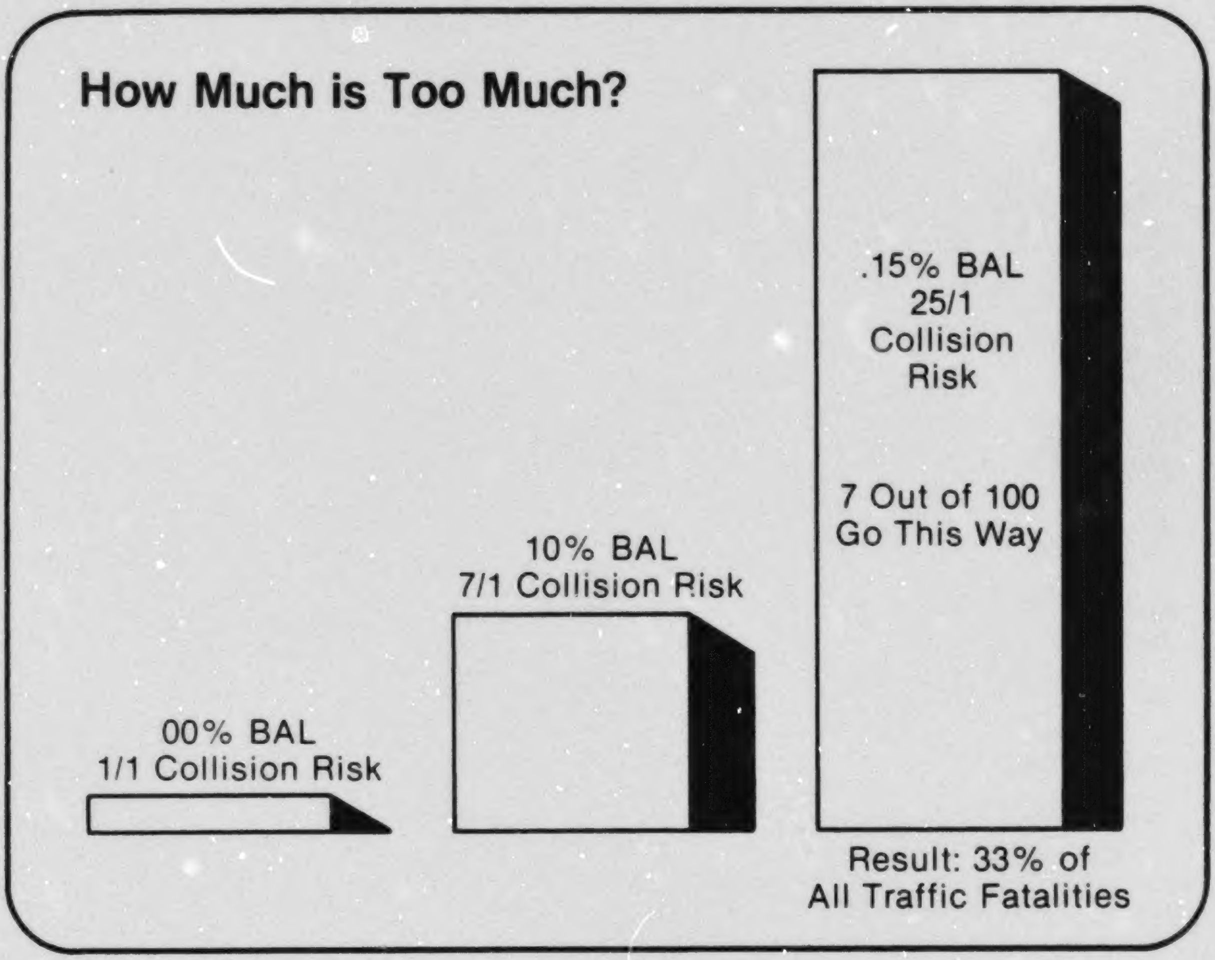
If you are going to drink alcoholic beverages, there are three things that you can do to control the rate of absorption and the resulting effects of alcohol:

1. Eat before or while drinking. The absorption rate for alcohol can be slowed by as much as one-third. Foods that are high in protein and starch are best for this purpose. In contrast, fats and oils are poorest.

2. Control the rate at which you consume alcoholic beverages. The amount of alcohol consumed per hour determines the blood alcohol level and as a result the level of intoxication. Consuming three drinks in a one-hour period of time will have a far greater effect than will three drinks consumed over a three-hour period of time. Drinks that have a high concentration of alcohol and drinks that are carbonated tend to enter the bloodstream quicker. This in turn increases the rate at which alcohol is absorbed into the bloodstream.

The typical person can rid his or her body of alcohol at the rate of approximately .015 BAL per hour. If that person were to drink one drink per hour, there would be little or no risk of becoming legally intoxicated.

3. Wait before driving. Once a blood alcohol level has been established, **time** is the only thing that can reduce it. The oxidation process occurring in the liver rids the bloodstream of 90 percent of the alcohol present and is a constant process. Again, this process will lower blood alcohol levels by .015 BAL per hour for most individuals.



TRANSPARENCY

12

how much is too much?

SUGGESTIONS FOR USING THE TRANSPARENCY

The purpose of this transparency is to present specific information relative to the impact of heavy drinking on highway traffic fatalities. It also demonstrates the high collision involvement of heavy drinkers.

- Why do you think that exceptionally heavy drinkers are overinvolved in traffic collisions?
- What community agencies can help a person who has a drinking problem? **How** do they help?
- Have you ever noticed extremely impaired drivers in traffic? What made you notice them? What are some cues that other drivers may be drunk?

SUPPORT DATA

In discussions regarding this subject, we hope that at least one point has become clear. Persons who drink to the point of intoxication are responsible for far more than their share of the highway traffic fatalities each year. Such persons are not typical of the driving public.

Consider what you know about the effects of alcohol, especially at the high volume consumption levels. How many people actually drink to this degree? How many of you seriously think that you could do a good job of driving after drinking enough alcoholic beverage to raise your BAL up to and past the .10 level? For most people, the time to quit driving and drinking comes long before the .10 level has been reached. Yet approximately seven percent of the driving population drink to and beyond .15 BAL. This seven percent is responsible for 33 percent of all highway fatalities annually. The 25 to 1 risk level is documented; common sense, if it existed, should tell an individual not to drive in this condition. However, for people in this condition, common sense does not exist. It has been **anesthetized**. The decision to stop drinking must occur at much lower levels.

Parent Education

Chapter 2

Introduction

Classroom education can play a vital role in young people's alcohol and drug education. But what goes on in the classroom is only part of a child's educational experience. Children also learn from their friends, their community, and the society as a whole. And, perhaps most important, children learn at home. Inevitably, families express—through their words and actions—values and opinions about alcohol and other drugs. The question is not whether alcohol and drug education takes place in the home, but *how*. Are family attitudes and values expressed implicitly or explicitly?

Although young people can gain valuable information and facts about alcohol and drug use and abuse in school, educators are increasingly aware that "values education" is the primary responsibility of the family. Schools can help young people identify choices regarding alcohol and drug behavior, but the job of defining 1) clear expectations regarding alcohol and drugs and 2) a value structure within which young people can act must be done by the family. For that reason, the role of parents in alcohol and drug education is critical.

Since the late 60s, the movement to prevent alcohol and drug abuse through parent education and involvement has grown throughout the nation. However, "parent education" means different things to different people. At least four different approaches to involving parents in alcohol and drug education programs can be identified. They include:

- *Informational Approaches.* These efforts are designed to provide parents with basic information concerning alcohol and drugs, the extent of their use among young people, signs and symptoms of alcohol and drug abuse, and short- and long-term consequences of abuse. The rationale for these programs is that when parents are better informed and aware of alcohol and drug use issues, they can help teach their children about alcohol and drugs and recognize problems at an early stage.
- *Skill-Building Approaches.* Another common approach to parent education is to build parenting skills through special training programs, such as the Parent Effectiveness Training (PET) Program and Systematic Training for Effective Parenting (STEP). These programs are designed to build, improve, and enhance generic parenting skills on the theory that this will improve family interaction and communication and, in turn, reduce alcohol and drug abuse.
- *Parent Support Group Approaches.* A third approach involves the development of parent support groups or parent peer groups. In these groups, parents meet regularly to discuss problem solving, setting limits and rules, and community-wide responses to alcohol and drug problems. Examples of these groups include PRIDE, the PTA, and activities of the National Federation of Parents for Drug-Free Youth.
- *Family Interaction Approaches.* This approach is relatively new. It is based on the assumption that alcohol and drug abuse can be prevented by having families—working as a unit—examine, discuss, and confront issues regarding alcohol and drug use and abuse. Activities are designed to provide children with information, skills, and insights which can help them avoid alcohol and drug abuse. Parents receive training on methods of conducting family interaction activities with their children.

Although all of these approaches are valuable, this chapter focuses on family interaction activities. It is the least well documented of the four approaches and offers great potential for schools and families to work together to prevent alcohol and drug abuse. The specific program approaches described in this chapter are the family interaction activities designed to be used in conjunction with the school-based curriculum, "Here's Looking at You Two." This approach to parent education and involvement was developed by staff of the Sumner Tobacco and Alcohol Risk Reduction (STARR) Project in Sumner, Washington, as part of their implementation of the "Here's Looking at You Two" alcohol and drug abuse prevention curriculum.

The Family Interaction Program

Program Overview

Parents—especially parents of elementary age children—have long been asking, "What can I do to prevent my child from getting involved in alcohol and drug abuse?," and, "How can I work with the schools to prevent alcohol and drug abuse?" In the past, answers to these questions have been vague, generalized, and not very helpful. In 1978, staff of the STARR Project, asked themselves the same questions and came up with an interesting approach. They decided to develop a booklet of specific activities that families could do together around the dinner table, in the car, or at home in the evenings. These activities were conceptually designed to parallel the "Here's Looking at You Two" curriculum which was being implemented in the Sumner school system. The idea was to create a team approach—with schools and families working together and utilizing the same prevention concepts, approaches, and terminology. Schools and parents would provide mutual reinforcement in a common effort to prevent alcohol and drug abuse. The program they developed was called the Family Interaction Program.

The Family Interaction Program trains parents to conduct prevention activities with their elementary and junior high school age children. Parents use a "Family Activity Book" which contains more than 20 activities and is designed to involve all family members in alcohol and drug education. Like the "Here's Looking at You Two" curriculum, family activities focus on four major topics: alcohol and drug information, decisionmaking, coping skills, and self-concept.

The Family Interaction Program makes use of two basic resource documents: 1) the "Family Activity Book," and 2) a "Leader's Guide" which outlines a four-part parent education program designed to help parents learn how to effectively conduct the prevention activities contained in the Family Activity Book. The Leader's Guide also provides step-by-step suggestions about how parents and schools can organize, publicize, and present the parent training program.

Program Goals and Objectives

The goals and objectives of the Family Interaction Program parallel those of the "Here's Looking at You Two" alcohol and drug education curriculum. It is based on the premise that the incidence of alcohol and drug abuse problems among young people will decrease if they have high self-esteem, are better able to cope with life's problems, have current facts about alcohol, other drugs and chemical dependency, are more skilled at handling interpersonal relationships, and have practice in making reasoned decisions.

In addition, the program is based on the belief that family participation in alcohol and drug education activities can reinforce and expand on prevention education provided in the classroom.

Objectives for parents who participate in training sessions include:

- *Alcohol and Drug Information.* Participating parents will learn to identify: drug categories and their effects; alcohol and drug use trends among young people; drugs and drug paraphernalia; and the signs and symptoms of alcohol and drug use and abuse. They will also gain knowledge about community resources available to help families and people who abuse alcohol or other drugs. Parents will also learn how to model responsible alcohol and drug use and non-use behaviors.
- *Decisionmaking.* Participating parents will gain additional information about the decisionmaking process and the human factors that affect decisionmaking. They will learn how to apply the decisionmaking process to alcohol and drug related situations and how to model the decisionmaking process for their children.
- *Coping Skills.* Parents who participate in the program will learn about methods of coping with stress and the community resources which are available to provide assistance to people in stressful situations. Parents will learn how to apply the coping process—including refusal skills—to alcohol- and drug-related situations and how to model the coping process for their children.
- *Self-Concept.* Participating parents will learn about the connection between self-concept and the prevention of substance abuse and be able to verbalize that interrelationship to their children. They will also be more aware of parents' role in shaping the self-concept of their children.

In addition, all the parents who participate in the training program will learn how to conduct the activities contained in the Family Activity Book with their children and other family members.

Special Features of the Family Interaction Program

The Family Interaction Program has a number of features which make it an especially effective method of involving parents in alcohol and drug abuse education programs. They include:

- The program parallels and reinforces the "Here's Looking at You Two" school-based curriculum. It provides a tangible method for families and schools to work together.
- The program includes specific family activities which are presented in an easy-to-use Family Activity Book. The activities are fun and provide families an opportunity to play as well as learn together.
- The program includes a specific training program for parents to help them learn to use the Family Activity Book effectively. Parents and children can attend training sessions together.
- The program benefits both parents and children by providing an opportunity to begin discussing alcohol and drug-related issues.
- It teaches specific skills (e.g., decisionmaking and coping skills) that have application to many areas of life.
- The program is easy to use, sequential, and ap-

propriate for use with young people of a wide variety of ages.

- The program is designed for use by all types of families—small, large, single-parent, and extended families.

The Family Activity Book

The "Here's Looking at You Two" Family Activity Book contains more than 20 activities for all members of the family. The activities focus on four major topics: alcohol and drug information, decisionmaking, coping skills, and self-concept. The book was developed for parents who want to use "teachable moments" to help children at the elementary and junior high levels explore alcohol and drug issues and develop decisionmaking and coping skills. The activities can take place during or after dinner, driving in the car, or during any lull in the family's schedule.

The activities have been designed so that the only materials needed are paper, pencils, butcher paper, or crayons. Although each activity can stand alone, they are presented in a logical order so that families can move from establishing ground rules, to learning drug and alcohol information, to practicing decisionmaking, and then to expanding coping skills and improving their self-concept. Samples of activities within each topic area are described below.

Drug and Alcohol Information

- Parents can help their children learn about poisonous substances and how to use them safely by participating together in an activity called "Home, Safe Home." In this activity, children and their parents go through the house with a checklist looking for poisonous substances (or drugs) and identify whether they are in an unsafe place or container; whether they are no longer needed and should be thrown out; and whether the house is "poison proof." At the end of the activity, the family is encouraged to post the local Poison Control Center number beside the telephone.
- Parents and junior high school children learn about the drugs they use as individuals and as a family in the activity "All Our Drugs." Each family member is asked to list all of the drugs he/she uses, including aspirin, coffee, chocolate, tea, cola, etc. Then each member is asked to categorize the drugs in various ways, such as prescription drugs, over-the-counter drugs, drugs for children only, drugs for adults only, etc. The family then talks about what they have discovered from their lists, such as 1) which drugs they have in common, 2) how they may have been influenced by TV advertising to buy certain drugs, and 3) which drugs might cause problems for the family if abused.

Decisionmaking

- "Looking at All the Choices" is a decisionmaking activity which can be done while riding in the car or finishing dinner. Family members brainstorm alternatives for situations such as:

—Someone offers you a beer but you don't drink.

—Some people you know at school offer you a cigarette.

—You're at someone's house for dinner and you don't like the main dish.

—You got sent to the school office and you didn't do anything.

—You need a ride home and the pay phone just "ate" your last quarter.

—Someone who has been drinking a lot offers you a ride home.

Then family members choose a situation and brainstorm all the possible choices in order to emphasize that in any situation there is more than one possible choice and that other people can help identify alternatives.

- For families with older children, the activity "The Family Agreement" provides an opportunity to discuss acceptable and unacceptable behavior in serious situations before they arise, such as what to do if someone drinks too much and then wants to drive a car. The family brainstorms responsible and irresponsible behaviors related to alcohol and drugs, and each member is asked to think in terms of being 1) a driver, 2) a host at a party, 3) a guest at a party, 4) a minor, 5) in school, 6) at home, etc. These behaviors are then regrouped into three columns: responsible, undecided, and irresponsible. The family members discuss the possible results of behaving in a responsible or irresponsible manner, identify available alternatives, and develop 1) a list of don'ts with associated penalties, and 2) a list of responsible behaviors. The family can then write up the conclusions into a "Family Agreement" which family members (including parents) sign. The agreement is then posted in a visible place in the home.

Coping Skills

- The activity "No! No! A Thousand Times No!" is an activity which lets family members practice handling situations where they may want to say "no," but find it isn't easy. By practicing the art of saying "no" in fantasy situations, family members can become more experienced in coping with similar real-life situations. In this activity, family members pretend that they are in a given situation and act out how they would get out of it or say "no." They can identify their own situation or pick one of the situations which are provided, such as a friend asks if you want to: steal some candy, skip class, run away, or smoke dope; or a group of friends you know and like want you to: steal a copy of a test for them, share a joint with them, have your older brother buy them some beer, or get drunk. Parents and children talk about what might happen if you say no and stand up for your rights (for example, loss of friends or feeling bad) and what problems might occur if you don't say "no."

- The activity "Scavenger Hunt" provides a way for family members to learn about resources in their community before an emergency arises. Using a local phone book, family members conduct a scavenger hunt to identify helping resources for the following situations:

  —Someone is stung by a bee.

  —A friend's dad is drunk a lot; your friend wants to help.

  —Your grandmother asks you to call a cab.

  —Somebody is breaking into your house.

  —Someone accidently ate a poisonous substance.

  Family members contact local resource agencies such as the community alcohol center or the police station and find out how much each service costs, where it is, when the building is open, and whether they need an appointment or can just drop in. After gathering all the information, a list of resources is written up and posted near the telephone.

Self-Concept

- The activity "I Caught Somebody Doing Something *Good!*" lets family members encourage the positive actions or new skills of children by giving them recognition. A large piece of paper entitled "I Caught Somebody Doing Something Good" is hung on the wall so that whenever anyone sees someone in the family doing something good it is written on the chart. The family can take time to comment on all the good things that each one does and select a "person-of-the-week" from the list and give them special recognition.
- "Scrolls" is an effective activity which helps family members increase their feelings of being special, unique, and worth caring for. A personal "scroll" is prepared for each family member. Everyone in the immediate family, friends, neighbors, grandparents, aunts, uncles, and other special people write down a positive statement about the person on his/her scroll. When all the entries are made, the scroll is saved for a family dinner, a birthday party or any time when someone needs a boost. The scroll is presented to the "honored" person and the comments are read aloud. The family concludes this activity with complimentary hugs, and the scroll becomes the "treasured" property of the honored person.

The Leader's Guide

Staff of the STARR Project have also developed a "Leader's Guide" to the organization and implementation of the Family Interaction Program. The Leader's Guide describes how to organize a Family Interaction Program and provides instructions for conducting parent training. The Leader's Guide is organized as follows:

I. Introduction: Why a Leader's Guide?
II. Philosophy—Primary Prevention, What Is It?
III. Program Goals and Objectives
IV. Organizing and Getting Started
  - Who should be the Coordinator
  - Forming an Action Group
  - Touching base with school and community
  - Costs to consider
V. Tasks and Timelines
  - Choosing the time and place
  - Publicity
  - Registration and participant manual materials
  - Refreshments
  - Child care
  - Resource people
  - Alternative highs
  - Evaluation
  - Follow-up and support
  - Suggested timeline
VI. Preparing for the Training
VII. READY-SET-GO . . . Facilitator notes for four-session Family Interaction Program
VIII. Yellow Pages (samples, masters, facilitator's information and resources)

Organizing A Family Interaction Program

The Family Interaction Program consists of a four-session series of parent training workshops which takes place during the school year. The activities involved in organizing and implementing a successful Family Interaction Program are described in the following sections of this chapter.

Selecting a Program Coordinator

Given the many tasks involved in organizing a Family Interaction Program, a coordinator should be selected who can oversee the entire program planning and implementation process. The coordinator must be able to help organize an Action Group and make initial contacts with school personnel and parent groups.

The program coordinator may be a concerned parent, the program chairman of a parent-faculty group, community member, teacher, counselor, school administrator, or member of the clergy. Coordinators should be selected from people who are already knowledgeable about the school, involved with parents, and active in the community. The coordinator must be free to spend several hours a week for 3-4 months in developing the project and have the following key characteristics:

- Ability to work well with parents, young people and school staff;
- Enthusiasm for the Family Interaction concept and program;

- Familiarity with parent organizations and groups;
- Organizational skills;
- Ability to chair and guide an Action Group;
- Familiarity with community resources, organizations, and churches;
- Availability during the day to plan and organize the program; and
- Availability during the evenings for parent training sessions.

Organizing an Action Group

Because a large part of the success of a Family Interaction Program is based on its ability to involve a wide range of parents, schools, and community organizations, program planning should not be carried out by the coordinator alone. An "Action Group" of approximately 8-12 people should be involved in planning and conducting the Family Interaction Program. Utilizing a broadly based Action Group is important for two reasons: 1) because many different skills are required for planning and implementing a successful program, and 2) the many tasks involved in implementing the program are less burdensome if they can be distributed among the members of an Action Group.

Typically, an Action Group should consist of key people who represent parents, the community, and the schools. For example, appropriate Action Group members include: parents; PTA, PTSA, PTO or other parent organizations members; community and civic leaders and representatives of the business community; teachers who are trained or interested in the "Here's Looking at You Two" curriculum; school board members; school administrators, principals, superintendents; school counselors; representatives of alcohol, drug, or mental health agencies; ministers; and members of such community organizations as Women's Auxiliary, Jaycees, and Junior League.

In general, it's preferable that the program coordinator and members of the Action Group be drawn from an existing parent-faculty group. In these cases, program credibility among both parents and teachers can be quickly and easily established.

In most cases, the first planning activity of the Action Group is to meet with existing parent organizations to explain the goals and objectives of the Family Interaction Program. Action Group members also meet with key school administrative staff and faculty. Since the "Here's Looking at You Two" curriculum was being used in the Sumner school system, gaining school support for the Family Interaction Program was relatively easy. School personnel were already familiar with the curriculum materials and understood the rationale and objectives of classroom alcohol and drug education.

However, in school districts which have not yet adopted the "Here's Looking at You Two" curriculum, the Action Group will need to explain the rationale of the Family Interaction Program in greater detail. After talking about the program with school administrators, members of the Action Group may want to make a short presentation at a school staff meeting and send a note to each teacher inviting them to participate in the program planning process and/or to attend parent training sessions. Following initial contact with parent groups and the schools, the Action Group can address such planning issues as:

- What is the target audience for the program (a school, several schools, a specific neighborhood)?
- What key school, parent, and community organizations are concerned about alcohol and drug use and should be included in planning or publicizing the program?
- Who are key parents and other people who may not serve on the Action Group but whose support for the program is essential or important?

Training Parents

The Family Interaction Program provides parent training in four 2½-hour sessions. Sessions are conducted 2-4 weeks apart. This provides both training continuity and time for families to try activities between sessions. It also makes it possible for parents to fulfill commitments without having to miss a training session.

The first session—which focuses on alcohol and drug information—is for parents and other interested adults. Parents are encouraged to bring their children to the remaining three sessions—which focus on decisionmaking, coping skills, and self-concept. STARR Project staff have found that parents are more comfortable and open to receiving basic information about alcohol and drugs if they don't have to "learn" in front of their children. However, since the Family Interaction Program emphasizes families working together as a unit, the participation of children in the remaining three training sessions is especially useful. In general, participating children are older elementary and junior high students (grades 4-9). Child care is provided at each training session for younger children.

Selecting Trainers. Each training session requires at least two facilitators who attend all four sessions to provide continuity and a smooth transition from one session to the next. If possible, at least one of the two facilitators should be drawn from the Action Group which is responsible for planning and implementing the Family Interaction Program. The other facilitator(s) can be drawn from:

- *Your school*—teachers, counselors, nurses, psychologists who teach communications skills or decisionmaking. Staff who have participated in adult or parent education may also be appropriate. If there are teachers in the school or community who have been trained in the "Here's Looking at You Two" curriculum, they might be willing to facilitate the program together with a parent.
- *Your community*—community agencies (such as

youth service bureaus, community mental health agencies, community alcohol centers, and private counseling services) may have staff who are prevention/education specialists or who are interested in prevention. Their skills as training facilitators and their knowledge of community resources, networks, and methods of making a referral can also make them valuable parent trainers.

In addition to facilitators, resource people will be needed to make specific presentation on such topics as: drug paraphernalia; what illicit drugs look like and how they affect users; alcohol and drug use incidence (both national and local); decisionmaking skills; identifying and dealing with stress; self-image and its role in alcohol and drug use and abuse; and such "Natural High" activities as aerobics, massage, yoga, games, etc.

Identifying the Training Site and Dates. A single training site for all four sessions may be selected, or sessions may be rotated among various sites. The training facility should have at least two large rooms available, as well as an area which is appropriate for child care. Most churches, schools, community clubs, and Ys can provide adequate training facilities.

In selecting a facility, it is especially important to establish a smooth and comfortable working relationship with personnel responsible for the facility. Questions that need to be answered prior to the selection of a facility include:

- Is the building/room easy to find? (Special signs may be necessary.)
- Who is responsible for giving permission to use the facility?
- Who has the keys at night?
- Who will open and close the facility?
- Where is equipment stored?
- Does the facility have both a men's and women's restroom? Are they open at night?
- What needs to be done before closing the building after the session?

Training dates should be at least 2-4 weeks apart to permit participating families to practice prevention activities between sessions. Whenever possible, training dates should be scheduled to avoid holidays, other local events, and poor weather.

Publicizing the Training. One of the most important functions of the Action Group is to publicize parent training widely throughout the community. The Action Group will need to develop press releases, letters of invitation, and flyers or posters which describe the purpose, content, location, and dates of the parent training sessions. The Leader's Guide provides samples of publicity materials.

Publicity materials should be designed to address the specific target groups selected for parent training sessions. Typical target groups include:

- parent groups
- school administrators
- school staff, including teachers, support personnel, counselors
- Rotary, Elks, Kiwanis, and other fraternal groups
- churches
- women's clubs
- youth clubs, youth groups, local Ys
- youth service bureaus
- community mental health agencies
- alcohol and drug agencies
- community colleges, colleges, universities
- parent education organizations

Action Group members should also develop and deliver materials about the parent training sessions to local radio and TV stations and newspapers. Articles about the parent training can also be developed and distributed to community organizations which have newsletters.

Training Content

The parent training is provided in four 2½-hour sessions. Each session focuses on one of the four principle topics of the Family Interaction Program: alcohol and drug information, decisionmaking, coping skills, and self-concept. The Leader's Guide provides a detailed description of the content and process of each training session and provides masters for all participant handouts. Approximately 5–10 handouts are used in each training session, and each participating family receives a copy of the Family Activity Book to be used both during the training and at home.

PARENT TRAINING SESSIONS

Session 1	*Program Overview* (15 minutes)	History, philosophy, and development of the Family Interaction Program; objectives and expectations of the training.
	Information Skills Overview (15 minutes)	Philosophy and review of the "Here's Looking at You Two" curriculum; introduction to the conceptual framework, including information, decisionmaking, coping, and self-concept; demonstration of curriculum materials from the information component.

	Drug Use Statistics (15 minutes)	Speaker provides general information on youth alcohol and other drug use, including frequency of use, and types of drugs used; specific information is also provided on the level and types of alcohol and drug use in the community.
	Drug Categories and Effects (30 minutes)	Information is provided on drug categories, effects, what specific drugs look like, and what living in a drug-oriented society means for young people. The film Psychoactive or a speaker from a local drug clinic or pharmacy is used.
	Drug Use Inventory (20 minutes)	This is an activity which provides parents with an opportunity to look at their own drug use patterns and to reflect on themselves as models of responsible drug use or non-use.
	Information Skills Activities (20 minutes)	Participants receive a copy of the Family Activity Book and review the introductory and information sections; participants are encouraged to conduct at least one activity from this section with their families before the next session.
Session 2 (includes parents and children)	*Orientation and Sharing* (15-30 minutes)	Facilitators provide a short summary of the first session and an overview of the Family Interaction Program to new participants. Parents have an opportunity to talk about their experiences in trying the information activities with their families.
	Decisionmaking Skills Overview (15 minutes)	Facilitators provide information on the decisionmaking framework presented in the "Here's Looking at You Two" curriculum. The steps involved in the decisionmaking process are presented and discussed.
	Looking at our Decisions (15 minutes)	Discussion and analysis of various decisions made by the participants; includes a focus on factors which affect the decisionmaking process (e.g., emotion, peers, values).
	Decisionmaking Skills (45 minutes)	Participants are involved in an activity where they consider their options in an alcohol/drug problem situation involving adults and young people. A trigger film or situation cards are used to stimulate small group discussion of alternatives and possible positive and negative consequences for self and others.
	Family Agreement (20 minutes)	Family members work together to develop a list of appropriate behaviors which are incorporated into a "Family Agreement" that all family members sign. The activity encourages family problem-solving.
	Family Activity Book Decisionmaking Activities (15 minutes)	An overview is provided of the decisionmaking activity section of the Family Activity Book. Family members are given a step-by-step explanation of one of the activities and are encouraged to conduct activities from this section at home before the next session.
Session 3 (includes parents and children)	*Orientation and Sharing* (15-30 minutes)	(See Session 2.)
	Coping Skills Overview (15 minutes)	Facilitators summarize the "Here's Looking at You Two" coping framework and demonstrate related materials from the curriculum.
	Ways to Cope (15 minutes)	Participants record situations in which they feel angry, sad, lonely, or stressed, and identify ways they can cope with those situations.
	Natural Highs Activity (30 minutes)	During the normal break in the workshop, participants are encouraged to participate in a "Natural Highs" activity (aerobics, new games, short movies, building blocks, finger painting, massage, etc.). The Natural Highs activity is optional for parents but families are encouraged to play together during part of the break. The activities begin during the break and continue for young people in the next training topic.

	Fun Things in My Life (25 minutes) (parents only)	Parents meet in small groups to discuss those things or activities which are Natural Highs for them. The activity provides an opportunity for parents to begin to focus on family Natural Highs as an alternative to drug use and to see themselves as positive coping models.
	Family Activity Book Coping Activities (15 minutes)	An overview of the coping process activities is provided, and participants are given a step-by-step explanation of how to conduct one activity. The families are encouraged to select one activity from this section to conduct at home during the week.
Session 4 (includes parents and children)	*Orientation and Sharing* (15–30 minutes)	(See Section 2.)
	Self-Esteem Skills Overview (15 minutes)	Facilitators provide a summary of the "Here's Looking at You Two" self-esteem framework.
	Self-Esteem: Why It's Important (20 minutes)	A speaker (mental health, drug professional, school counselor, or teacher) presents information on how self-concept develops in young people and the importance of self-concept in their overall development. Information is provided on the characteristics of people with positive and negative self-concepts, risks associated with negative self-concepts, and practical ways to improve self-esteem in oneself and others.
	You Are Special Activity (30 minutes)	Parents and young people have an opportunity to give each other positive feedback and to share what they would like to change about each other.
	Parent Activity Book Self-Concept Activities (15 minutes)	The facilitators present an overview of the self-esteem activities and provide a step-by-step explanation of one activity.
	Where Do We Go from Here? (15 minutes)	This is a small group activity in which the participants can share any concerns raised by the Parent Education series and consider solutions to these concerns; final questions and answers; evaluation sheets are turned in.

The last three training workshops are designed for both parents and children in grades 4–9. Child care is provided during the training sessions for younger children. The first session, which focuses on alcohol and drug information, is not designed to include children since the STARR Project found that many parents were not comfortable learning basic alcohol and drug information in the presence of their children. Joint parent/child participation in the last three sessions is an important component of the training design and gives both parents and children a chance to practice decision-making, coping, and self-concept activities during the training session itself.

Each parent training session includes a break during which refreshments can be served. Providing refreshments helps participants feel comfortable and also serves as a time during which parents can talk with one another about what they have learned. Refreshments can be kept very simple—juice, fruit, coffee, and cookies.

Evaluating the Training. Each parent training session should be evaluated. Both written and oral participant comments can provide valuable feedback to facilitators on the strengths and weaknesses of the training and help identify issues which participants would like to have addressed during future sessions.

Evaluation activities can also focus on whether learning and behavior change has occurred as a result of the parent training sessions. This type of outcome evaluation can be conducted 8–12 weeks after the final training session.

Forms for evaluating the parent training sessions are provided in the Leader's Guide.

Follow-Up and Support

Following the training sessions, your Action Group and participating families may decide that the program should serve as a beginning for ongoing efforts designed to involve parents in the prevention of alcohol and other drug problems among young people. Follow-up activities might include:

- providing additional educational programs for parents using local resource people on such topics as alcohol and the family, improving communications, positive discipline, Parent Effectiveness

Training (PET), or Systematic Training for Effective Parenting (STEP);

- developing a support or rap group for parents of children who are experiencing alcohol or other drug problems; and
- aiding another school in your district or community to implement a Family Interaction Program.

Getting Started

If your community, parent group, or school is interested in developing a Family Interaction Program, the place to begin is by talking with parents and school personnel about the importance of training parents to participate in alcohol and drug education efforts. Since parent education means many different things to different people, we have included typical questions and answers about the Family Interaction Program in the Resource Pages at the end of this chapter. These questions and answers will help you provide basic information about the program to other interested individuals and groups.

The next step will be to select a program coordinator who has the commitment, enthusiasm, time, and skills to provide leadership and support for the Family Interaction Program. You will also need to organize a local Action Group to deal with the many details and tasks involved in planning and implementing a parent training program.

The cost of implementing a Family Interaction Program is relatively minor. If the program coordinator is a volunteer and the facilities used for the training are donated, then the cost will be insignificant. To train 50 families, the costs would be:

Leader's Guide (1)	$ 20
Training Materials: $1 × 50 families	50
Family Activity Book: $3 × 50 families	150
Publicity (flyers, mailing, etc.): approximately $50–100	100
Refreshments: $15 × 4 sessions	60
TOTAL	$380

Other potential costs include honoraria for speakers making special presentations, custodial charges, audiovisual equipment rental, and child care costs.

Funds to support the program can often be raised as donations from sponsoring organizations, through a fund-raising event, by charging a nominal tuition fee, or through donations from families involved in the program. In some cases, the local school district may be willing to absorb the cost.

Ideally, the Family Interaction Program should be implemented at the same time that a school district begins to utilize the "Here's Looking at You Two" curriculum. However, it is possible to implement the parent training program without the curriculum being presented in the classroom.

It generally takes about 2–3 months to plan and prepare for the series of parent training sessions. A suggested timeline for organizing a Family Interaction Program in your community has been provided on page ???.

Both the "Family Activity Book" and the "Leader's Guide" for the Family Interaction Program are available from the Comprehensive Health Education Foundation (CHEF), 20814 Pacific Highway South, Seattle WA 98188, (206) 824–2907. The Family Activity Book costs $3 and the Leader's Guide costs $20.

You may also want to talk to staff of the STARR Project who developed and implemented the Family Interaction Program in Sumner, Washington. For more information, contact: Elizabeth Woods Frausto, Community Coordinator, STARR Project, 1202 Wood Avenue, Sumner WA 98390, (206) 863–2201.

Resource Pages

Chapter 2: Parent Education

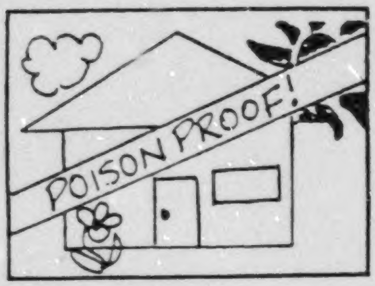
Page

1. Sample Activities from the Family Activity Book 159
2. Sample Parent Training Publicity Materials 165
3. Sample Handouts for Parent Training Sessions 167
4. Feedback Form for Evaluating Parent Training 173
5. Typical Questions and Answers: The Family Interaction Program 174
6. Suggested Timeline for Organizing a Family Interaction Program 177

Home Safe Home

Ready:

It's important for children to learn about poisonous substances and how to use them safely. Many accidents are caused by the misuse of poisonous substances. Since home environment contains many of these, it's a good place to begin.


POISON PROOF!

Set:

To poison-proof our home environment and make it a place where even a baby is safe.

Information

Go: 1.

Go through the various rooms in your house using the check list on the next page. Throw away any old prescriptions, over the counter drugs or unusable poisonous substances. Move other items to safe (out of reach) places. Label all poisonous cleaners etc. with Mr. YUK* stickers or your own labels.

2.

Some questions to talk about:

What poisonous substances, prescription or over-the counter drugs did you find in an unsafe place or container?

Which ones were no longer needed and could be thrown out?

What did you learn by reading the instructions?

Would a baby or toddler be safe in your home?

3.

You live in a safe home. Make yourself a little award and reward your family with something special.

OR TRY THIS:

For younger children use this activity as a scavenger or "treasure" hunt to remove unsafe items from the home.

COHMC POISON CENTER
206/634-5252

Looking at All the Choices

Ready:

"Brainstorming" means coming up with as many choices as possible in a given situation. If we think about it, there's usually more than one or two alternatives open to us. Sometimes other people in the family may think of choices we hadn't considered. Being able to think of more than one choice is helpful when we face situations involving alcohol or other drugs.

Set:

To discover that in any situation there is more than one possible choice and to learn from each other.

Go: 1.

When you're riding in the car or finishing dinner, as a family, try to come up with alternatives for the situation below. Remember... think about what you could do, not what you would do.

Your last pair of clean socks are different colors.

You get to work or school and you notice you have a hole in your pants.

You're at someone's house for dinner and you don't like the main dish.

The family is supposed to go to dinner at Aunt May's house, and you just found out the school carnival is the same night.

Someone offers you a beer, but you don't drink.

After ordering your pizza, you realize you left your money at home.

After ordering your pizza, you realize you left your money at home.

Someone stole something from you and you think you know who it is.

Some people you know at school are smoking a marijuana cigarette and offer it to you.

You got sent to the office and you didn't do anything.

You need a ride home and the pay phone just "ate" your last quarter.

Someone who has been drinking a lot offers you a ride.

You locked yourself out of the house.

You hear that your friend has told a lie about you.

Our family wants to go to a movie, but can't decide which one.

Our family has a free week this summer and has to decide what to do.

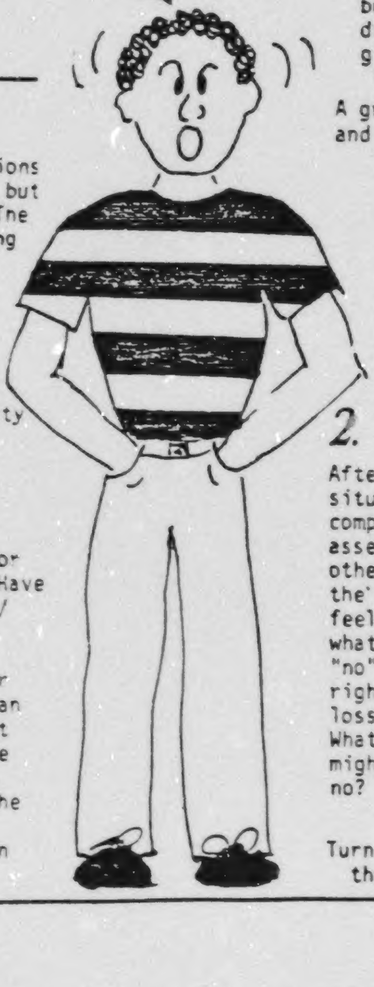
2.

Select one or two of these situations and discuss what you would do.

3.

Think about a situation someone (or the whole family) is facing right now. (For example: how to earn money for summer camp, what to do for grandma for her birthday.) Brainstorm all the choices.

"No, no! A thousand times NO!"



Ready:

We all experience situations where we want to say "no", but sometimes it isn't easy. The more practice we have saying "no" and saying why, the easier it becomes.

Set:

This activity gives family members an opportunity to practice saying "no".

Go: 1.

Select a few situations from those listed below - or make up one of your own. Have one person pretend that he/she is actually in that situation and act out how they would get out of it or say "no." Another person can play the friend(s) or adult stranger. Others can create peer pressure by taking on other roles. Try to make the situation as realistic as possible. Give each person a chance to say "no."

A friend asks you if you want to:

- steal some candy
- skip class
- run away
- drink beer
- smoke dope
- cheat on a test
- play a mean trick on someone else
- cheat on your taxes
- drive when you've had too much to drink

An adult stranger is trying to get you to:

- go for a ride with them
- cover for them in a lie
- buy some pills
- disobey your parents
- give them personal information

A group of friends you know and like want you to:

- sneak out at night to be with them
- steal a copy of a test for them
- share a joint with them
- borrow your dad's car for a party
- have an older brother buy them some beer
- get drunk

2.

After acting out each situation, give each other compliments about being assertive. Ask if there are other ways they could handle the situation and still feel comfortable. Discuss what might happen if you say "no" and stand up for your rights/opinions (for example, loss of friends, feeling bad) What are some problems you might have if you don't say no?

Turn the page ... there's more!

Scavenger Hunt

Ready:

Even though we may not have problems ourselves, sometimes knowing where to get information or help will be valuable for someone in our family or community. It's important to know how to find information, how to "check it out" or evaluate the usefulness of a resource.

Set:

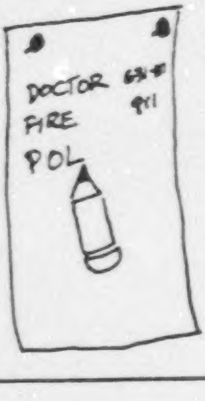
To increase your family's knowledge of the help resources available in your community.

Go:

Using your local phone book, do a scavenger hunt to identify help resources in these situations:

- Someone is stung by a bee
- A friend's dad is drunk a lot; your friend wants help
- Your cat needs shots
- Someone is breaking into your house
- Your grandmother asks you to call a cab
- You have a question about a person you know who uses drugs
- You need a lawyer
- Your friend wants to talk to someone about a problem
- You need to call your brother at school
- Someone ate a poisonous substance

YELLOW
PAGES



2.

Pick a resource like Alcoholics Anonymous, Community Alcohol Center area hospital, or police station and call them up. Ask the question you have about the place, like "How much does it cost?" "Where is it?" "When is it open?" "How can you make an appointment?" Report what you learned to the rest of the family. Try another help resource that you're curious about!

3.

Make a list of resources like your doctor, hospital, police, community alcohol center... Post it near the phone.

4.

Plan a family expedition to an AA meeting, Poison Control Center, or counseling center. Call and make an "information appointment" with a member or staff person.

Ask questions and learn by listening and by just being there.

What did you learn that you wouldn't know from reading the name in the phone book?

Would you go to this place for help?

Would you take someone else there and why?

I Caught Someone Doing Something Good

Ready:

We spend a lot of time bringing up the not-so-good things people do. Many times the good things people do go unnoticed or unmentioned.

Set:

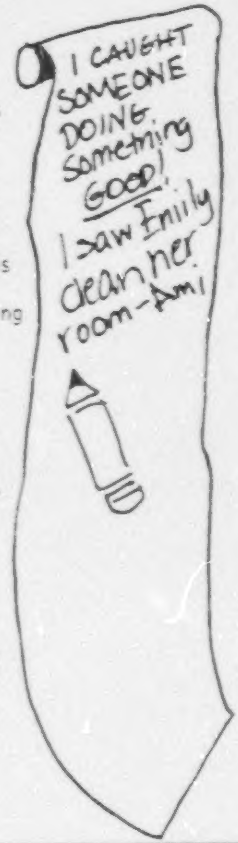
To notice the positive actions or new skills of others and give them recognition for doing them.

Go: 1.

Put a piece of paper on a door or wall. Title it "I CAUGHT SOMEONE DOING SOMETHING GOOD."

2.

Whenever anyone sees someone in the family doing something good, write it on the chart. Make sure the person who saw the good action writes their name down, too. For example: I saw Ami help Emily clean up the room (Mom); I saw Travis tie his shoes by himself (Ami)... Family members who can't write yet can have someone else write it or help write it.


I CAUGHT SOMEONE DOING Something GOOD!
I saw Emily clean her room - Ami

3.

Take time as a family to comment on all the good things. Pick someone to read them aloud every so often.

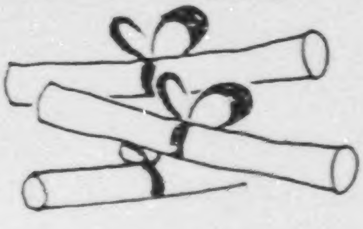
4.

Once a week or more often, select a person-of-the-week from the list. Give that person special recognition for what they did. Set a "special plate" at their place at the table, have a bud vase with a flower at their place or a ceramic animal. Make a pin or badge to wear for that day or week.

5.

Bring up what special thing they did. This is also a good time to thank them or praise them for what they did.

Scrolls



Ready:

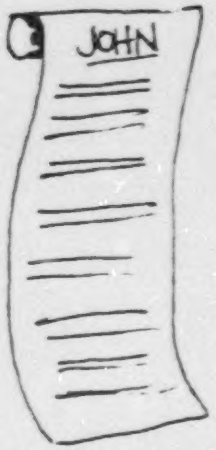
Each of us needs to be told we're special. Taking the time to increase family members' feelings of self worth has positive effects on the decisions they make. People who feel good about themselves are less likely to abuse drugs.

Set:

To help family members increase their feelings of being special, unique and worth caring for.

Go: 1.

Get a large piece of paper for each member of the family. This will be their personal "scroll." Write the person's name at the top, and put the scroll on a wall or a convient place.



Thank you, I liked hearing that!

2.

Have everyone in your immediate family, friends, neighbors, grandparents, aunts, uncles, and other special people, write down a positive statement on each person's scroll. You can have people call or write their statements if they live outside your home. Write on everyone's scroll but your own.

3.

When all the entries are made, have one person roll up all the scrolls. Mark the outside with the person's name. Save them for a family dinner, a birthday party (a scroll makes a great gift!!), or a time when someone needs a boost.

4.

Read the comments to the person or let the person read their own. If you read the comments to the honored person, make sure they follow this ground rule: They can only respond with "Thank you," "You're right," or "I liked hearing that, say it again!"

5.

Conclude the activity with complimentary hugs. The scroll becomes the treasured property of the honored person.

More!

AND HOW ABOUT THIS:

Have each family member make a list of what they like about themselves. Decorate it and post it.

DRUG AND ALCOHOL
FAMILY INTERACTION SERIES

A four-session series for parent awareness on drugs and alcohol will be sponsored by the STARR Project and your Parent/Teacher Organization.

WHEN: March 12, 26 April 10, 24
7:00 p.m. to 9:00 p.m.

WHAT: This program will be for families of Sumner elementary students, and it will focus on PREVENTION of problems relating to alcohol and drug use. The program will include information, sources of help, and communication skills. Each evening will be different - try to attend all four!

WHERE:

Session I - March 12 (alcohol and drug information)	Maple Lawn Elementary 230 Wood Avenue, Sumner (Multipurpose Room)
Session II - March 26 (decision making)	Daffodil Valley Elementary 1509 Valley Avenue, Sumner (Arena Room)
Session III - April 10 (coping)	McAlder Elementary 15502 - 96 Street East, Puyallup (Multipurpose Room)
Session IV - April 24 (positive self image)	Bonney Lake Elementary 19815 - 80 Street East, Sumner (Multipurpose Room)

INFORMATION: For additional information or registration, please contact your school PTO or STARR Project (Lyn, Liz, or Lorraine) at 863-2201, ext. 66.

** The STARR (Sumner Tobacco And Alcohol Risk Reduction) Project, a four-year Project in the Sumner School District, is to help children make responsible decisions on alcohol and drugs - includes school and community programs.

NEWS RELEASE-------------------------------------CONTACT: Liz Woods
Community Coordinator
STARR Project
863-2201, extension 66

ALCOHOL AND DRUG PREVENTION: A FAMILY INTERACTION SERIES

Alcohol and Drug Prevention: A Family Interaction Series will be the topic of programs co-sponsored by Sumner Elementary School Parent/Teacher Organizations and the STARR (Sumner Tobacco And Alcohol Risk Reduction) Project. Hosted by different elementary schools on each evening, the series will provide insights into PREVENTION of problems relating to alcohol and drug use. Parents are encouraged to attend the first session by themselves and bring their children to session two, three, and four.

The programs will include information, sources of help, and communication skills. Each session will be held from 7:00 p.m. to 9:00 p.m. on the following dates:

March 12, - Topic: Alcohol and Drug Information
Maple Lawn Elementary (multipurpose room)
230 Wood Avenue, Sumner

March 26 - Topic: Decision Making
Daffodil Valley Elementary (arena room)
1509 Valley Avenue, Sumner

April 10 - Topic: Coping Skills
McAlder Elementary (multipurpose room)
15502 96 Street East, Puyallup

April 24 - Topic: Positive Self Image
Bonney Lake Elementary (multipurpose room)
18715 80 Street East, Sumner

For additional information, please contact STARR Project, 863-2201, extension 66 or the PTO at the host school.

Drug Inventory

Coding Symbols

List of Drugs	RX	OTC	III	2	X	A	P	C	L	65	+	?	"	O	Δ	R		
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		
13.																		
14.																		
15.																		
16.																		
17.																		
18.																		
19.																		
20.																		

Conclusions ·
I learned that: ____

____

____

Myth or Fact?

Directions: Read the statements below about drugs and test your knowledge in distinguishing between drug facts and myths. If the statement is true (FACT), use a + in the blank. If the statement is false or partially false (MYTH), use a − in the blank.

______ 1. Prescription drugs are safe.

______ 2. It's okay to combine drugs.

______ 3. Tobacco is *not* a drug.

______ 4. Once an addict, always an addict. (Note: An addict is someone hooked on drugs.)

______ 5. Marijuana use leads to [illegible] of heroin and other "hard" drugs.

______ 6. You're not an addict unless you are shooting drugs.

______ 7. Drugs don't have an effect on pregnancy.

______ 8. The number one drug of abuse in the U.S. is heroin.

______ 9. Drugs solve problems.

______ 10. People who abuse drugs only hurt themselves.

______ 11. Most alcoholics are skid row bums.

______ 12. You can't become an alcoholic by only drinking beer.

______ 13. Drugs are bad.

______ 14. Black coffee and a cold chaser will sober up a person.

______ 15. Eating foods cooked with alcohol can cause intoxication.

______ 16. Everyone reacts the same if they take equal amounts of any drug.

______ 17. Alcohol speeds up the work of the brain.

______ 18. Quitting cigarette smoking after a long time is not beneficial to one's health.

______ 19. I am more creative when I am high.

______ 20. If a friend takes a drug and says it's okay, then it must be safe for me.

Good Decision :

____

What did you do? ________________________

____

____

____

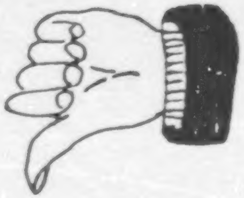
____

____

____

____

Poor Decision :

____


What did you do? ________________________

____

____

____

____

____

____

____

Family Agreement

We the ____________ family agree to the following:

Signed, ____________________ ____________________

____________________ ____________________

Coping

Situations in which I feel angry:

Situations in which I feel sad:

Situations in which I feel tense:

What I do to cope:

What I could do to cope:

I Am Special...Lets Count the Ways

Name ______________________

177

STARR Project
(Sumner Tobacco and Alcohol Risk Reduction)
1202 Wood Avenue
Sumner, Washington 98390

Feedback Form
Session I

1. Whas was your response to tonight's session?

   Please mark a X anywhere on the line that best describes your reaction.

   ____

   Not Helpful — Helpful — Very Helpful

2. Did this program help you increase your awareness of alcohol and drug problems among young people?

   ____

   Not Helpful — Helpful — Very Helpful

3. What part of the program was *most* helpful to you?
4. What part of the program was *least* helpful to you?
5. What issues would you like to see covered in future sessions that weren't covered tonight?
6. Additional comments:

TYPICAL QUESTIONS AND ANSWERS
THE FAMILY INTERACTION PROGRAM

What is the Family Interaction Program? The Family Interaction Program is a two-part program designed to be used in conjunction with the "Here's Looking at You Two" school-based curriculum. The two components of the project are:

1. The **Family Activity Book**, which contains activities to be done by adults and children together to develop insights and skills, and to learn the information they need to prevent alcohol and drug abuse.
2. A **Parent Training Program** to teach parents how to effectively use the Family Activity Book. A **Leader's Guide** provides information and materials on how to conduct the training.

What is the purpose of the program? The purpose of the program is to assist families and schools in working together with young people to develop the skills and gain the information necessary to make responsible decisions about alcohol and drugs. By providing information, developing decision-making and coping skills, increasing self-esteem, and clearly communicating expectations and limits, responsible alcohol and drug related behavior can be achieved.

How is the program different than other parent programs? There are a variety of types of parent programs. The four major types of parent education have been 1) providing information to parents, 2) building general parenting skills, 3) providing support groups for parents, and 4) family interaction activities. This program is focused on alcohol and drug abuse prevention through family interaction. Key characteristics of this program include:

- It parallels a nationally recognized, school-based curriculum model.
- Both parents and children can participate in training together.
- It provides specific activities for families to do together at home.
- It teaches skills as well as provides information.
- A specific training design is part of the program.

Who should coordinate the program? A training coordinator is responsible for organizing the Family Interaction Program. This person can be an employee of a sponsoring organization or a committed volunteer. An Action Group provides the people power to accomplish tasks (e.g., planning, publicity, refreshments, identifying resource people, etc.).

How much does it cost and how do you pay for it? The cost of the program is minimal. If the training coordinator is a volunteer and the use of the training facility is free, then the only remaining costs are for publicity, training materials, the Leader's Guide, refreshments, and the Family Activity Books. These costs should not exceed $7-8 per family. Monies can come from sponsoring agencies, donations, fund-raisers, or a nominal tuition fee for the training participants.

How do you get parents to come to training? Publicity is one key element in the success of this kind of program. Some ideas for getting people to come are:

- Peak people's interests through articles in local papers highlighting local alcohol and drug statistics, survey results and substance abuse incidents. Enlist the help of your paper in printing related articles and advertisements. Also, work with broadcast media to publicize the training.
- Schedule carefully. Avoid conflicts with other activities, holidays and bad weather.
- Involve students in your publicity strategy and in the presentations. Parents come to see their children. Since children are invited to sessions 2, 3 and 4, make sure they feel comfortable and welcome.
- Provide child care so that families with young children can attend.
- Have Action Group members personally invite friends. Promote the program among community groups and churches.
- Make sure your publicity posters are well designed and widely distributed.

How do you reach the parents who really need this kind of program? Project staff that developed the program found that any parent who attends this type of training needs it and will gain from it. Some families may be in greater need than others; however, the program is designed to assist any family that wants to be involved. Each family that attends will affect others through the adults or children in the family. Often one family will attend and bring another family the following week. This is the positive ripple effect which will develop a successful program.

What is involved in training? The training consists of four sessions, each approximately 2½ hours long. Each session deals with one of the four topic areas--information about alcohol and drugs, decision-making, coping, and self-concept--and provides an opportunity for families to learn about, discuss and practice skills or activities in these areas. There is also time at the beginning of each session to share information from previous sessions and from the family's experience in conducting activities at home.

Which should come first, classroom education or parent training?

Ideally, the parent component should parallel the child's exposure to the curriculum in the classroom. However, family activities can also precede classroom instruction. In this sequence, the child has an opportunity to first understand what responsibility means in the context of his/her family, and it places parent input first and school input second. If this sequence is reversed, with the school curriculum coming first, a significant opportunity still exists to help the child make responsible decisions about the use or non-use of alcohol and drugs together with his/her family.

How do you know it works? We don't. The program has been designed with state-of-the-art prevention approaches in mind. Evaluation of the program is presently underway. But training families to communicate more effectively about alcohol and drugs makes sense.

SUGGESTED TIMELINE FOR ORGANIZING A FAMILY INTERACTION PROGRAM

Lead Time to Training	Tasks	Person Responsible
2-3 months ahead	Identify Coordinator	
	Order Leaders Guide	Coordinator
	Approval from parent/faculty group and principal/district	Coordinator
	Identify Action Group	
	Hold initial planning meeting	
	Decide on site and dates	
	Reserve site(s)	
	Order Family Activity Books	Action Group
	Identify and confirm co-sponsoring group(s)	Action Group
	Invite and confirm resource people and speakers	Action Group
	Order film	Action Group
	Reserve audiovisual equipment	Action Group
	Duplicate (design) brochure and posters	Action Group
1 month ahead	Distribute brochure (mail, students)	Action Group
	Display posters	Action Group
	Distribute press release, radio spots	Action Group
	Plan refreshments	Action Group
	Duplicate participant materials	Action Group
	Assemble packets	Action Group
	Contact with site personnel	Action Group
1 week ahead	Final publicity	Action Group
	Final arrangements for site	Action Group
	Reconfirm equipment, test	Action Group
	Final arrangements registration	Action Group
	Final arrangements refreshments	Action Group
After the training	Thank you notes (payment?) to resource people, speakers	Action Group
	Reporting to co-sponsoring organizations, principal, superintendent, and local press on program	Action Group
	Maintaining contact with participants	Action Group
	Planning additional activities/action based on participant feedback	Action Group

Community Approaches

Chapter 3

Introduction

Involving the community in alcohol and drug abuse prevention programs can be just as important as involving schools and parents. Clearly, young people are influenced by the communities within which they live and grow. Community attitudes regarding appropriate and inappropriate alcohol and drug use and abuse exert both overt and subtle pressure on young people. And young people's alcohol- and drug-related behaviors have an impact on the community as a whole. Thus, any comprehensive approach to alcohol and drug education must involve the community as well as the school and the home.

The development of community-based prevention approaches can play an important part in breaking down the counterproductive "us vs. them" mentality which often characterizes school and community perspectives. They can reinforce the positive awareness that schools exist within communities and that each affects the other. Community prevention approaches can also be important in explaining and reducing opposition to other elements of a comprehensive prevention program (e.g., the introduction of an alcohol and drug education curriculum in the classroom). Finally, they can be used to address specific youth-community problems related to alcohol and other drug use (illegal access to alcohol, drinking and driving, and other behavioral problems associated with alcohol and drug abuse).

The STARR Project

In 1980, the Sumner school district in Pierce County, Washington, organized a comprehensive program designed to reduce the risks associated with alcohol and drug abuse and smoking among young people. Titled the "Sumner Tobacco and Alcohol Risk Reduction Project" (STARR Project), this program consisted of a variety of components with funding provided by the Center for Disease Control's Bureau of Health Education. It utilized the "Here's Looking at You Two" curriculum to provide classroom alcohol and drug education. It developed a parent education program and utilized the Natural Helpers early intervention program. (Parent education is described in Chapter 2 of this report. The Natural Helpers early intervention program is discussed in Chapter 4.)

In addition, the STARR program has designed and implemented a variety of community-based prevention approaches which involve a broad range of local individuals, agencies, and institutions in alcohol and drug education efforts. It utilizes a variety of community outreach techniques to identify local alcohol, drug abuse, and teenage driving problems, to design community intervention approaches to address those problems, and to work with a range of community institutions to implement them.

The community-based prevention approaches used in the STARR Project are not unique. Many communities have experimented with similar programs. Some of the community-based prevention activities designed for the STARR Project may not be appropriate for all communities, but the STARR Project does represent a well conceived and implemented effort to involve the community in prevention activities.

The five community-based prevention approaches involved in the STARR Project are:

- Alternatives to alcohol and drugs
- Positive role models
- Vendor education
- Use of the mass media
- Law enforcement / highway safety

Each of these five community prevention approaches is described in this chapter.

Alternatives to Alcohol and Drugs

Sumner, Washington, is a small, rural community of approximately 20,000 people located 30 miles from Seattle and 12 miles from Tacoma. Although originally an agricultural community, many of its blue and white collar workers now commute to Tacoma or Seattle. It is part of a rapidly growing area of Pierce County.

The Sumner school district is a small one. A total of 4,400 young people attend its five K–6 elementary schools, its two grades 7–9 junior high schools and its one 10–12 high school. Alcohol use among local young people is slightly higher than average and their use of other drugs a bit lower than average.

Like many small or rural communities, there are few recreational alternatives available in Sumner. Many high school students work, and drinking is a favorite recreation for young people.

A common complaint among young people in Sumner—as in many other American communities—is that there is "nothing to do but drink or take drugs." The Alternatives to Alcohol and Drugs component of the STARR Project (called the "Natural Highs" program in Sumner) was designed to address this complaint.

Staff of the STARR Project (the STARR Project has two staff members who are located in the school district administration building) organized the Alternatives to Alcohol and Drugs component through three activities:

- Assessing the need
- Working with community groups to fill the need
- Publicizing alternatives to alcohol and drugs

STARR staff members do not attempt to plan and sponsor activities for local young people. Instead, they view their role as "brokers" and "publicists"—trying 1) to bring young people and community groups together, and 2) to publicize activities that are locally available.

Assessing the Need. STARR Project staff began by conducting informal personal interviews with young people. They asked them: "What do you do to have fun? Where do you go?" In addition, through the cooperation of teachers, they distribute an "Interest Survey" to fourth–ninth grade students (students who do not have access to cars). The survey asks students to identify activities which they enjoy doing alone, with friends, and with their families. It also asks the young people to identify problems that constrain their participation in identified activities (e.g., lack of money, lack of transportation). Finally, the survey form asks them to identify other activities which they would like to have available locally.

In addition to asking young people about the activities in which they are interested, STARR Project staff survey churches and other community organizations to determine the range of activities which are currently available.

Working with Community Groups to Fill the Need. Having identified activities in which young people are interested and the range of available activities, project staff talk with community groups to make them aware of unmet needs. Presentations on the survey results are made to local city councils and civic organizations to let them know what activities ("Natural Highs") young people want to see in the community as alternatives to alcohol and drug use. The results of the survey are also shared with such organizations as the local YMCA, 4–H groups, Rotary and local fraternal organizations, the PTA, and local churches. In addition, a summary of survey results together with information on existing "Natural High" activities is sent to every family in Sumner in the STARR Project's wellness newsletter, the "STARR News."

The STARR staff facilitates the activity planning process of community groups and agencies, encouraging them to involve young people in the process from the beginning. The staff and students also promote "Natural Highs" activities with organizations in the local area and throughout the county, working to insure that activities are appealing to young people and that duplication is avoided.

A number of "Natural Highs" activities have been planned and implemented in Sumner. They include:

- *A "No Alcohol/Drug Battle of the Bands"*—a battle of local rock bands held at a nearby university. The price of admission was a can of food for a local hunger project and the non-possession of alcohol and drugs. Adults and students who planned the event were also responsible for insuring that the event was drug- and alcohol-free. These monitors were identified by a "don't drink" button. (The button showed a bottle with a slash through it.) The event attracted 4,000 young people (to the amazement of its planners) and no alcohol and/or drug incidents occurred. In addition to providing a good time for the young people who came, the event generated a great deal of publicity about alcohol and drug problem prevention. This event was planned by a coalition of young people, the Evergreen Alcoholism Council, the Pierce County Health Department, and Shared Health, a community alcohol center.
- *A Mobile Disco*—this holiday youth dance was also a student planned and implemented no-alcohol or drug permitted event. Held at a local VFW-donated hall, the disco attracted more than 100 area young people. Sponsors were the Puyallup Valley Youth Service Bureau, the STARR Project, and community youth. Disco equipment was provided free by a local radio station.
- *A "VIDIOT" Video Game Center*—was opened by the local youth service bureau. The VIDIOT Center was housed in the bureau, and use of the video games provided partial funding for local prevention activities. Young people could enjoy video games in a supervised setting after school and on Saturdays. The center was staffed by community volunteers and youth counselors.

Publicizing Alternatives to Alcohol and Drugs. One of the most important roles played by STARR Project staff in the development of the "Natural Highs" program is publicizing existing activities which can serve as alternatives to alcohol and drug use. The project staff have developed a "Natural Highs" calendar for the holiday season and included information about the "Natural Highs" program in its quarterly newsletter to every family having children in the Sumner school district.

Although the "Natural Highs" program represents a modest efforts, it has produced important benefits. It involved students in planning successful non-alcohol- and drug-related events and showed them that those events can be popular with their peers. It has strengthened the ties between the schools and the community. And it has generated credibility and publicity for alternatives to drug and alcohol abuse for young people.

Positive Role Models

The STARR Project has also designed a positive role models component (called "SuperSTARRs" by the Sumner Project) for young people in grades 4–8. The purpose of this prevention approach is to bring young people together with positive adult role models—people whom they admire, who can make interesting classroom presentations and are models of positive lifestyles. The program is aimed at young people in grades 4–8 since this is a time when children are most open to "hero identification."

The positive role model prevention component is made available only to trained teachers who are presenting the "Here's Looking at You Two" alcohol and drug education curriculum in their classrooms. SuperSTARRs are provided as a bonus for teachers who use the curriculum. In the relatively small Sumner school system, approximately 30 teachers have access to project SuperSTARRs.

The positive role model component is simply organized. The key steps in the process are:

- *Student Survey*. STARR Project staff survey both elementary and junior high school students to identify people whom the students admire and would like to meet. The survey asks the students to identify people who have made a contribution to the community or the world through their work, health behaviors, etc. Students typically mention teachers, local or professional athletes, business people, artists, disc jockeys, authors, parents, relatives, or neighbors.
- *Adult Survey*. The STARR Project staff also surveys key community individuals and groups, parents, and teachers and school staff to identify other potential SuperSTARRs.
- *Screening*. Project staff then review the names suggested by both students and adults and call individuals who are likely to be willing to participate. The purpose of the SuperSTARRs program is explained, and staff send interested individuals a screening form and a SuperSTARRs information sheet. Project staff review the information provided by SuperSTARRs and evaluate their ability to make effective presentations for young people. A final list of SuperSTARRs is prepared and distributed to participating teachers together with a form on which teachers can request a SuperSTARR.
- *SuperSTARR Appearances*. STARR Project staff handle the logistics for SuperSTARR appearances in the Sumner schools. The process generally involves:
  - —1) teachers are given the opportunity to talk to a SuperSTARR before his/her appearance. This allows the teacher to prepare the class for the appearance and to give the SuperSTARR some indication of the composition and interests of the class;
  - —2) the SuperSTARR makes a presentation which generally takes approximately 15-20 minutes, with the rest of the class period devoted to questions and answers. SuperSTARRs are encouraged to relate their accomplishments to health decisions, lifestyles, and work experiences. Following the SuperSTARR appearance, the teacher evaluates the SuperSTARR. Each participating SuperSTARR gets a SuperSTARR T-shirt, a "hug pass" (entitling the SuperSTARR to hugs from his/her audience), and a letter of thanks from the class or individual students.

The response to the SuperSTARR program has been extremely positive among Sumner teachers. The teachers indicate that they like to use SuperSTARRs because their classes find them interesting, and that SuperSTARR appearances generate high energy levels among their students. Participating teachers emphasize the need for adequate class preparation before SuperSTARR appearances and "processing" the experience with the class after the SuperSTARR has left. They typically have the students write follow-up letters to the SuperSTARRs.

In general, Sumner has found that the best SuperSTARRs tend to be individuals who can talk to students at their own level and who are comfortable responding to questions whenever they arise rather than only at the end of the presentation. In addition, SuperSTARRs who are willing to admit when they don't know the answer to a question are especially popular with teachers and students. Since SuperSTARR appearances may lead a student to talk about problems which he/she or the family is having with alcohol or other drugs, students are also provided with help resource cards with telephone numbers of resource agencies and crisis hotlines.

Vendor Education

In addition to prevention approaches designed to reduce the demand for alcohol, a comprehensive alcohol abuse prevention program should include strategies designed to reduce the *supply* of alcohol to minors. In Sumner, STARR Project staff work with local vendors—tavern owners and bartenders—to identify the problem of underage alcohol purchases and to develop an education program designed to address that problem.

The STARR Project vendor education initiative is based on the belief that what happens to young people is a community responsibility. People who sell alcohol—

as part of the business community—need to be involved in finding solutions to alcohol abuse among young people.

STARR Project staff plan the vendor education program by conducting an informal survey of local vendors. They interview tavern owners and bartenders (in Washington State there are no private liquor stores.) Project staff discuss the problems which vendors have with underage buyers (e.g., young people using false IDs, adults buying for minors, and such problems as young people drinking in parking lots and stealing from local commercial establishments). Since the STARR Project also focuses on smoking prevention, it also surveys vendors about minors having illegal access to cigarettes.

After a series of informal interviews to determine the range of the problems, STARR Project staff conduct a written survey of local vendors to determine whether they are interested in participating in a training program on limiting minors' access to alcohol.

Although the State of Washington—like other States— offers some vendor training through its Liquor Control Board, information and training is typically provided at the request of a tavern owner. Bartenders typically receive little if any on-the-job training about how to prevent illegal sale of liquor to minors. Employee turnover rates in taverns and markets is also very high.

On the basis of local vendor interest, staff of the STARR Project contact the area representative of the state liquor control board and organize a special training session for Sumner area liquor vendors. STARR Project staff arrange the logistics for the training session, and a letter of invitation is sent to each tavern owner from the mayor. In addition, STARR Project staff visit each tavern to personally invite participation.

The vendor training sessions are often attended by as many as 50 people. They include a welcome from a member of the city council and a description of the alcohol education project. A state liquor enforcement officer presents a slide show on practical information about methods of identifying authentic and phony IDs. A question and answer session follows on such topics as: dealing with situations in which adults are buying liquor for minors, laws on access to cigarettes, ways of identifying people who have had to much to drink and ways of refusing service.

Following the vendor education training session, STARR Project staff provide local vendors with a poster which tavern owners can display about acceptable forms of identification. They also involve local vendors in STARR Project law enforcement/highway safety initiatives. (See a discussion of these activities in a later section of this chapter). Follow-up training sessions are typically requested by both attendees and others who hear about the vendor education program.

The STARR vendor education program is simple and straightforward. It responds to perceived community needs and provides a non-threatening service to local tavern owners and bartenders. Virtually all States have alcohol beverage commission staff who can conduct similar training. The STARR Project's role in developing the vendor education program—as in other community prevention initiatives—is to identify the need for a program and help to make existing resources available to meet that need.

Use of the Mass Media

One of the most important aspects of any alcohol and drug abuse prevention program is to publicize both alcohol and drug abuse in general and prevention activities in specific. The Sumner STARR Project uses a variety of mechanisms to inform the community about its activities. It publishes a quarterly newsletter which is mailed directly to the parents of every child in the school system. Each issue of the newsletter has a basic health theme (e.g., stress, alcohol, drugs, tobacco, physical fitness). Topics and information are drawn from a Washington State sourcebook, *"Healthy Choices."* The newsletter has a family focus. It describes STARR Project activities, other health-related community activities, and local alcohol and drug abuse prevention and health resources.

In addition to the newsletter, the STARR Project attempts to generate local news articles and other publicity on alcohol and drug abuse prevention and highway safety events. The goal is to heighten the level of general community awareness about alcohol and drug use and abuse and to encourage parents and other community individuals and organizations to become more concerned and involved in local prevention efforts.

STARR Project staff has also been actively involved in utilizing the mass media to increase community awareness about alcohol abuse in general and drinking/driving in particular. It has made extensive use of two sets of mass media materials which have proven especially effective with young people. They are: 1) materials developed for the 1982 NIAAA Alcohol Abuse Prevention Campaign, and 2) "Friday Night Live"—a multi-image media presentation designed to prevent teenage drinking and driving.

The 1982 NIAAA Alcohol Abuse Prevention Campaign

The NIAAA campaign developed a wide range of mass media materials on three topics (Youth and Alcohol, Women and Alcohol, and the Fetal Alcohol Syndrome) for release beginning in 1982. The NIAAA materials include TV and radio public service announcements and such print materials as: posters, magazine ads, brochures, and pamphlets for participating organizations. STARR Project staff have participated in the dissemination of campaign materials and made special use of the NIAAA materials aimed at youth. These materials include:

- *Four TV public service announcements*—aimed at teenage boys about alcohol use and abuse and drinking and driving.

- *Three radio public service announcements*—which paralleled the basic messages of the TV spots.
- *"Play It Smart: Facts for Teenagers About Drinking"* (brochure)—a brochure which presents basic questions and answers about alcohol use and abuse for teenagers.
- *"Talking to Your Teenager About Drinking and Driving"* (pamphlet)—a pamphlet aimed at parents of teenagers which describes how they can deal with drinking and driving topics in conversations with their children.
- *"Swerve"* (poster)—a poster which visually depicts a swerving car and a conversation between the driver and the passenger about the dangers of drinking and driving.
- *"Swerve"* (magazine ad)—the magazine ad version of the poster.

STARR Project staff participate in the dissemination of these campaign materials by: 1) working with local radio and TV stations to ensure that the television and radio spots are broadcast on a frequent basis; 2) including information about the NIAAA campaign in the STARR newsletter; and 3) working with the schools and other local organizations to sponsor campaign-related prevention activities within the Sumner community.

For example, STARR Project made the NIAAA TV spots available to district teachers and utilized them in the teacher training conducted on the "Here's Looking at You Two" alcohol education curriculum. Teachers were urged to utilize the TV spots as "trigger" films in the classroom to stimulate discussion about alcohol use and abuse. In addition, STARR Project staff and interested teachers helped students design and develop their own prevention campaign materials as part of a school class assignment. The project also worked with other school districts to develop a statewide school poster contest on alcohol abuse prevention themes. Finally, Sumner students developed a logo for an alcohol abuse prevention T-shirt.

The STARR Project has found that the use of mass media materials can significantly increase local awareness of alcohol and drug abuse prevention. Coupled with local prevention activities, media print materials can increase the visibility of local prevention initiatives and can generate enthusiasm by giving local teachers and other staff members the opportunity to participate in a national campaign.

Copies of the 1982 NIAAA Alcohol Abuse Prevention Campaign materials can be obtained from the State Alcoholism Authority in each State, or from the National Institute on Alcohol Abuse and Alcoholism, Department of Health and Human Services, Parklawn Building, 5600 Fishers Lane, Rockville, MD 20857, (301) 443-3860.

"Friday Night Live"

"Friday Night Live" is a multi-image, slide/tape presentation funded by the Washington Traffic Safety Commission which is designed to educate teenage drivers and prevent drinking and driving behavior. "Friday Night Live" is a fascinating, 20-minute, multi-image slide/tape presentation which provides facts about drinking and driving in a straightforward way. Its effectiveness is in part based on its high-technology appeal to teenagers. It features rock music pushed through 200-watt speakers and a 9-projector, computer-synchronized, multi-image show that is projected on an 8-foot by 24-foot screen. The other thing that makes it so effective is that it relates to teenagers on their own level, using their own music, language, and spokespeople. It provides information with emotion, but without a lecture.

The "Friday Night Live" presentation illustrates the effects of alcohol and drugs on driving skills. It shows how a number of drinks over a period of time slows driver reaction time, distorts vision, and gives the driver a false sense of control. It encourages teenagers to be responsible for their friends and to think twice before letting a drinker drive. The presentation emphasizes the consequences of drinking and driving by letting two young people tell their own stories: On a first date, Scott had too much to drink and lost control of the car on the way home. Cindy, his passenger, lost her eye in the automobile accident and was disfigured for life.

The STARR Project has found that the "Friday Night Live" slide/tape presentation is an extremely effective one. The presentation is generally made at a special high school assembly. Although young people often are cynical about assemblies which focus on health-related topics, "Friday Night Live" has proven to be an impressive exception. Its power—both visually and emotionally—makes it extremely effective.

As good as "Friday Night Live" is, most research indicates that one-time presentations on the effects of alcohol and drugs on driving don't often result in actual behavior change. For that reason, the Washington Traffic Safety Commission also sponsored the development of an instructional support package which accompanies "Friday Night Live." The package consists of materials describing a series of "pre-showing" activities, including a survey of drug use and drinking/driving behavior, and school-wide promotional strategies designed to increase students' interest and receptivity to the messages of "Friday Night Live." A "post-showing" package included a range of activities which reinforce the messages of the multi-image presentation. These classroom activities are designed for implementation in language arts, social studies, health education, traffic safety, and other classes. To implement pre- and post-showing activities for "Friday Night Live," each school identifies a coordinator who takes the lead in organizing the assistance of students, staff, and faculty.

The "Friday Night Live" instructional package includes 10 folders which contain over 100 pre- and post-showing activities.

Pre-Show Activities

The instructional package includes a coordinator's folder which identifies the project's goals and objectives and provides a preparation checklist for the show, a coordinator's evaluation form to be completed and returned to the Washington Traffic Safety Commission, and several logos which can be used on publicity materials for the "Friday Night Live" presentation. Other pre-showing folders in the instructional packet include the following activities:

- *Six weeks prior to showing.* Approximately six weeks before the showing, the coordinator contacts the state police officer who will be showing "Friday Night Live" at the school to deal with logistical issues. The coordinator also forms a committee of faculty, student body, administration, and parent representatives that will be involved in pre-show activities. Specific acitivities which take place at this time include collecting data on local alcohol/drug-related accidents; taking slides of local "hangouts" to be used in the show; identifying a recent victim of a local alcohol/drug-related driving accident; and attending a preview show.
- *Four weeks prior to showing.* About a month before the show, the coordinator enlists students in developing publicity materials to generate interest in the coming "Friday Night Live" presentation. The students also obtain a copy of the song "Betty Lou's Getting Out Tonight," the music used in the slide/tape presentation. The coordinator also schedules a preview of the show so the program committee can see it before its presentation at the high school. The instructional package also provides details on such pre-show activities as planning a faculty meeting; planning a pre-show survey of student knowledge, attidudes, and behaviors about drinking and driving; displaying a wrecked car at the school; preparing promotional material such as a news release for the school and local papers; and conducting a brainstorming session for other prevention awareness ideas.
- *Two weeks prior to showing.* At this time, news releases on the presentation are sent to local media outlets and a promotional tape is sent to local radio stations. Informational displays about the presentation are set up in the local high school and a faculty meeting familiarizes high school staff with the upcoming presentation. In addition, a personal letter is sent to "high risk" students inviting them to attend the show, and the coordinator orders blood alcohol content cards for use in the post-show period.
- *One week prior to showing.* During this week, a comprehensive prevention/education activity list is given to all faculty. It suggests activities that they can undertake in the classroom to follow up on the messages of "Friday Night Live." Different activities are suggested for different classes (e.g., social studies, language arts, health, home economics).

Showing "Friday Night Live"

"Friday Night Live" is generally shown at a schoolwide high school assembly. A representative of the Washington State Patrol presents the show and is available to answer questions and to make follow-up presentations in classes. The showing takes 20 minutes and is generally followed by a question and answer session.

Post-Show Activities

The instructional packet for "Friday Night Live" includes a variety of folders which suggest activities appropriate for classes in such subjects as math, science, traffic safety, the arts, health, home economics, PE, language arts, and social studies. The instructional package also includes a folder which presents activities which focus on the entire school. Although post-show activities are aimed at a specific class, faculty are encouraged to select any activity from the master list which may be appropriate for their subject area. School-wide activities focus on maintaining awareness about the serious consequences of drinking and driving and include: a follow-up survey, holding a film festival, conducting a drinking and driving demonstration, sponsoring a drug-free dance, using music and ideas from the "Friday Night Live" show at school dances to maintain highway safety awareness, organizing emphasis patrols, featuring a student panel on drug use for parents or faculty, and/or organizing a school team to work on alcohol/drug issues.

The "Friday Night Live" presentation has been extremely effective in Sumner and other areas of Washington State where it has been shown. The presentation can also be used in other States with minor modifications. Information about "Friday Night Live" is available from Watts/Silverstein—the producers of the multi-image presentation. For further information on "Friday Night Live" you can contact: Watts/Silverstein, 1921 Second Avenue, Seattle, WA 98101, or call (206) 625-1875. For information on the support package used to enhance the impact of "Friday Night Live," contact the Washington Traffic Safety Commission, 1000 South Cherry Street, Olympia, WA 98504, or Roberts and Associates, 9131 California Avenue SW, Seattle, WA 98136, or call (206) 932-8409.

Law Enforcement/Highway Safety

A difficult issue for many school districts involved in alcohol and drug education programs is how to deal with law enforcement. Often the relationships between school districts and local law enforcement agencies is characterized by mutual wariness and suspicion. School personnel may view law enforcement agencies as too "hard-line." Law enforcement officers, on the other hand, may feel that the schools are not dealing effectively with alcohol and drug-related violations of the law.

The STARR Project has not developed a comprehensive approach to utilizing law enforcement agencies in its alcohol and drug education efforts. However, it has developed a cooperative school/law enforcement approach to one serious problem: drinking and driving among teenagers and young adults. As in many communities, drinking and driving is a serious problem in Sumner. Local officials estimate that over half of local highway deaths are alcohol-related. Many local young people drink in the privacy of cars and admit to driving after they've had a lot to drink.

The STARR approach to this problem is to involve law enforcement officials in the development of "special emphasis patrols" aimed at deterring drinking and driving during the holiday season. The major activities involved in the planning and implementation of the special emphasis patrol included:

- *Program Survey.* STARR Project staff conducted an informal survey of law enforcement officials, liquor control board enforcement officers, and students to determine times of the year in which youthful drinking and driving seems to be a special problem. On the basis of this survey, STARR Project staff selected two weekends at the beginning and end of Christmas vacation as traditional times of heavy teenage drinking and driving. Other high drinking and driving times which were identified included: prom night, the end of the school year, other school vacations, nights on which pep dances are held, and sports playoff weekends.
- *Program Planning with Local Law Enforcement Agencies.* STARR Project staff worked with two local law enforcement agencies—the police department in Sumner and in the neighboring town of Bonney Lake. Project staff discussed the results of their survey with local police and asked that both police departments conduct special emphasis patrols for drinking and driving on the two weekends which had been selected for the pilot test. A "special emphasis patrol" involves the police department allocating additional patrol cars to a given area and being especially alert for drinking and driving activity. Project staff encountered some initial resistance, since the establishment of a special emphasis patrol requires that the police department reallocate its officers and patrol cars from ordinary patrol areas. Police and project staff eventually agreed on a way of structuring the patrols. In addition to agreeing to conduct special emphasis patrols, the two local police departments also agreed to explain the purpose of the patrols to its officers and to have them keep records of each person stopped during the emphasis patrol. Project staff explained that the purpose of the patrols was not to arrest young people or to make an example of anyone, but to *deter* young drivers from driving if they were going to be drinking and to offer alternatives, such as assigning a driver who will not be drinking or enjoying an activity without alcohol.
- *Publicizing the Special Emphasis Patrol.* Since the purpose of the special emphasis patrol experiment was not to arrest drunk drivers but to deter them, one of the major activities undertaken by STARR Project staff was to widely publicize the fact that there would be a special emphasis patrol on the two weekends selected. High school students designed a flyer entitled, "Don't Do the Crime if You Can't Do the Time." This flyer was widely distributed at the local community high school several weeks in advance of the special emphasis patrol. It was also posted at such community teen hangouts as ice cream stores and video game parlors. The flyer cited the problem of drinking and driving during the holiday season and the deaths which resulted from the drinking and driving accidents. It announced that, because of this problem, local police would be heavily patrolling the community on weekend nights during the holiday season. Finally, the flyer presented a number of alternatives to drinking and driving, including: "Let a sober person drive home; have friends over for a party without alcohol; invite that special friend over to watch 'Love Boat'; go see 'Raiders of the Lost Ark' for the ninth time; challenge your best buddy to the World Asteroid Championship."
- *Implement Special Emphasis Patrol.* The two participating police departments implemented the special emphasis patrol on the target weekends. An informal survey of the police, students, and local merchants indicated that the special emphasis patrol and the advance publicity which it received did seem to deter drinking and driving during what had been a problem period. It also encouraged young people to consider alternatives to drinking and driving at *any* time. Local merchants were especially enthusiastic about the program, since it decreased the vandalism often associated with teenage drinking. Following the initial experiment, special emphasis patrols have been organized for other times of the year when youthful drinking and driving traditionally peaks.

Variations on the Theme. The special emphasis patrols organized by the STARR Project represent only one way in which law enforcement agencies can be positively involved in alcohol and drug education efforts. Other ideas which the STARR program hopes to implement in the future include:

- Local law enforcement agencies can work with schools to identify locations and times at which law enforcement patrols should be visible to deter alcohol and drug abuse (e.g., parking lots where alcohol or drug use or sales is a problem; bus stops at which young children may be pressured to buy drugs; in the parking lots outside school dances).

- Law enforcement officers can participate in the parent education component. They can discuss their perspective of alcohol and drug use and abuse among young people. The goal would be to get parents talking to law enforcement officers before their children are in a crisis situation
- Law enforcement officers can also be used during teacher training on the "Here's Looking at You Two" curriculum or in conjunction with teacher presentations in the classroom.
- Law enforcment officers can serve on community advisory boards for alcohol and drug education programs.
- Law enforcement officers can also be trainees in the "Here's Looking at You Two" teacher training workshops.

Seatbelts Activities

Several media presentations and demonstration activities can be used in conjunction with law enforcement/highway safety initiatives. Several which have proven effective include:

- *"A Matter of Time."* This is another multi-image, slide-tape presentation produced by Watts/Silverstein. Sponsored by the Washington Traffic Safety Commission, "A Matter of Time" attempts to increase seatbelt usage among teenagers by dramatizing the lives of two young people who are seriously injured in automobile accidents and whose injuries could have been prevented or mitigated if they had worn seatbelts. For information about "A Matter of Time," contact Watts/Silverstein, 1921 Second Avenue, Seattle, WA 98101, or call (206) 624-1875. For information on how the program is implemented throughout the State of Washington, contact Chuck Hayes, Washington Traffic Safety Commission, 1000 South Cherry Street, Olympia, WA 98501.
- *"Staying Alive."* This is a three-screen, multi-image presentation developed by the Wisconsin Office for Highway Safety. It features a young crash victim, Gary Ericson, who sustained serious physical and brain injuries in a 1967 crash. Gary tells his story and talks about his altered feelings about alcohol, speed, and safety belts against a background of youth-oriented music, street scenes, and party scenes. "Staying Alive" is presented at junior and senior high schools throughout Wisconsin. For more information on "Staying Alive," contact Julie Hughey, Department of Transportation, Office for Highway Safety, P.O. Box 7910, Room 936, Madison, WI 53707, or call (608) 266-0550.
- *"Are You Convinced?"* "Are You Convinced?" is a film available from the National Highway Traffic Safety Administration which addresses many of the myths and misconceptions related to the use of safety belts. It is a 5-minute, 16mm film which begins with slides of three auto accidents. It presents information indicating damage costs, extent of injuries, and information about the use or non-use of safety belts. The scene switches to a safety belt demonstration site where a young woman is sitting on a machine called "The Convincer." Occupants strapped in their seats travel down a short ramp at 10 miles an hour and stop suddenly at the bottom of the ramp. Commonly held myths are expressed by four people in the following sequences. Those include the belief that safety belts cause injury, that it is better to be thrown clear in the case of an accident, and that good drivers don't have accidents. After expressing his/her particular belief (myth) each individual takes a ride on "The Convincer" at 10 miles an hour. After the experience, each individual reconsiders his or her opposition to the use of seatbelts. "Are You Convinced?" can best be used in conjunction with an actual demonstration at the school using "The Convincer" machine. Under the supervision of a Highway Safety instructor or a member of the State Patrol, students ride "The Convincer" and experience what it's like to be in a 10-mile-an-hour accident while wearing seatbelts. Information about the film "Are You Convinced?" and "The Convincer" machine is available from the National Highway Traffic Safety Administration, Occupant Restraints Materials, MTS-14, 400 Seventh Street SW, Washington, D.C. 20590.

Other Community Prevention Approaches

Although the STARR Project has implemented a number of innovative and effective community-based prevention approaches, there is no magic in the activities which they selected. Activities and materials used by the STARR Project staff are logical extensions of the district's overall alcohol and drug education goals, but they are only a beginning.

The list of effective community-based prevention activities is limited only by the imagination of local program planners. In planning community prevention approaches as part of your school district's alcohol and drug education program, feel free to use the ideas developed by the STARR Project. But also feel free to modify them or to come up with a whole range of new prevention ideas. If you'd like more information about the STARR Project's community outreach efforts, you can contact: Elizabeth Woods Frausto, Community Coordinator, STARR Project, 1202 Wood Avenue, Sumner, WA 98390, (206) 863-2201.

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Chapter 3: Community Approaches

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INTEREST SURVEY

The purpose of this survey is to identify what young people in Sumner enjoy doing in their leisure time, and to develop future activities. This survey is anonymous and voluntary.

____________ Grade   _____ Male   _____ Female

1. What activities do you enjoy doing:

	Alone	With Friends	With Family
Bike riding			
Walking			
Swimming			
Boating			
Hiking			
Reading			
Writing			
Music			
Skiing			
Dancing			
Rollerskating			
Crafts			
Ice skating			
Sports (what kind:)			
Going to the movies			
Going to plays			
Going to concerts			
Going to the zoo			
Playing tennis			
Playing softball			
Hunting			
Gardening			
Camping			
Other			

2. What gets in your way when you try to participate in activities that are fun (for example, money, lack of transportation)?

In Sumner area ____

Outside Sumner area ____________________________________

3. What activities would you like to have available in Sumner? (List)

Thank you for your help!

The STARR Project

STARR Project
(Sumner Tobacco and Alcohol Risk Reduction)
1202 Wood Avenue
Sumner, Washington 98390

Sumner Church Youth Activities Questionnaire

Church: ______________________________ Phone: ______________________________

Pastor: ____

1. Do you have special recreational programs for young people in your congregation?

   Yes________ No________ Not Sure________

   (If No, stop here.)

2. Who is the contact person for information for these activities?

   Name ______________________________ Phone: ______________________________

3. Are some of the recreational activities open to *non-church* young people, or might they be?

   Yes________ No________ Not Sure, Haven't Thought About It________

   Comments:

4. What schedule of activities are planned for this fall (*through December*, 1981)?

   High School:
   Activities:
   Dates:
   Times:

   Junior High:
   Activities:
   Dates:
   Times:

   Elementary:
   Activities:
   Dates:
   Times:

5. Which of these activities could be part of a community "Natural Highs" calendar for young people?

   All of the above ______________________________
   Some of the above (specify) ______________________________
   None of the above ______________________________

(OVER)

6. Do you see a need for additional recreational programs for young people in your congregation or in the Sumner community?

   Yes_________ No_________ Haven't Thought About It_________

   Comments or Suggestions:

7. General comments or suggestions:

Thank You for Your Time!!

**Please use back of questionnaire if you need more space.

STARR NEWS

VOLUME II, NO. 4 SUMNER, WASHINGTON JUNE, 1982

GO FOR IT!

Summertime is a great time to discover more about yourself and the world around you. It's a time to think about the things you do, would like to do, and how to make them more a part of your life. Knowing what you enjoy and actually doing them is a great way to relax, reduce stress and increase the positives in your own and your family's life.

One way to recall what you like to do is to write them down. Try it in the space below.

5 THINGS I LOVE TO DO

1.

2.

3.

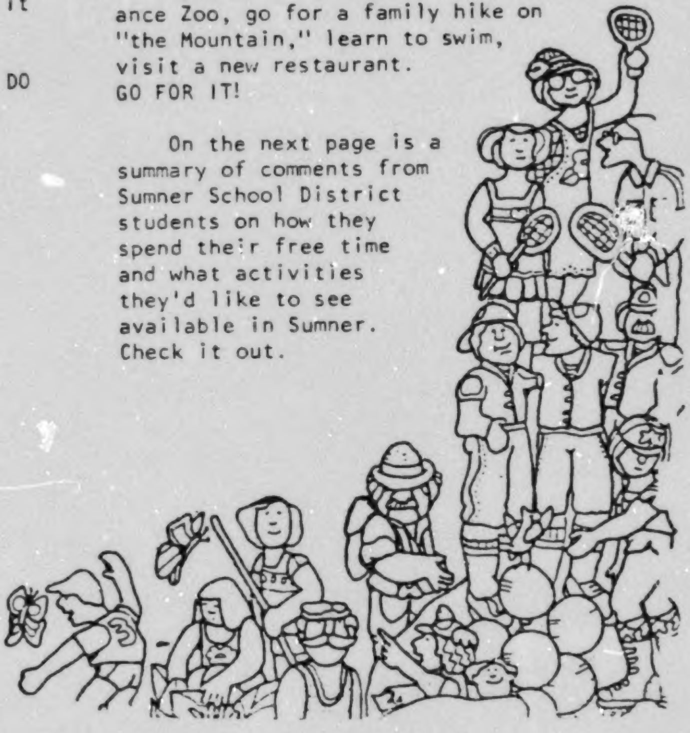
4.

5.

What do you notice about what you listed? Which ones have you done in the last month? Which have you shared with family or friends? Which cost money? Do they require special equipment or transportation?

The Sumner-Bonney Lake-Lake Tapps area is a good place to have fun. What are some enjoyable things you've been meaning to do but you haven't done yet? Check out the Point Defiance Zoo, go for a family hike on "the Mountain," learn to swim, visit a new restaurant. GO FOR IT!

On the next page is a summary of comments from Sumner School District students on how they spend their free time and what activities they'd like to see available in Sumner. Check it out.



what i do for fun...

An interest questionnaire was given to 150 students in the Sumner schools from 4th grade through 9th grade. The questionnaire asked (1) what young people enjoy doing, (2) what activities they would like to see available here, (3) what are some of the barriers they have to having fun in Sumner. Highlights from the results are shown below. Items mentioned by more than 75% of students surveyed are marked (*). Items mentioned by more than 50% of students surveyed are marked (●).

WHAT I LIKE TO DO

4-5-6

*Bike riding with friends
*Swimming
*Movies
●Video games
●Going to the zoo
●Crafts
Baseball, soccer, basketball, tennis
Fishing

7-8-9

*Swimming
*Movies
*Bike riding
●Concerts with friends
●Video games
●Hiking and camping
Listening to music
Softball, baseball, soccer, track
Parties
Going to the zoo
Gymnastics
Fishing
Karate
Boating

WHAT I'D LIKE TO SEE IN SUMNER

4-5-6

*Outdoor swim pool
*Roller skating
*Movies
Hobby shop
Bike trails - bike races
Ice skating
Clubhouse
Softball, soccer games
Modeling/dancing school

7-8-9

*Video arcade
*Swim pool
*Movies
Roller skating
Bowling
Intramural sports
Mall

WHAT GETS IN THE WAY OF HAVING FUN

4-5-6

*Lack of transportation
No time, chores
Lack of money
No bike, no sidewalks
No bus to Lake Tapps area

7-8-9

●Transportation
●Lack of money
No bus to Auburn
Have to babysit, do chores
No one to go with

WHERE DO WE GO FROM HERE?

What could we do to develop more non-chemical natural highs for young people in our community? How could we provide more movies or sports in our area? Do we need to encourage organizations in the community to sponsor activities or a city recreation coordinator to develop a program for Sumner and Bonney Lake? What do you think? Please write or call the STARR Project with your ideas.

where it's happenin'

Many students asked for specific information on where to get swimming lessons and where to get information on hobby shops and various sports. A partial listing is provided below. If you have additional information, please contact the STARR Project.

HOBBY SHOPS

Hobby Hdqtrs, SeaTac Mall	839-2310
Arlen's, Puyallup	845-4740
All Hobbies, Puyallup	841-0089

MOVIES (Inexpensive)

Liberty Theatre, 116 W. Main, Puy., Fri-Tues $1 admission	845-1038
Rialto Theatre, 310 S. 9th, Tacoma, $1 admission	627-0385
SeaTac Six Theatres, SeaTac Mall, Twilite Shows $1.75	839-3050

4-H CLUB INFORMATION

Pierce Co. Cooperative Ext. Call 8:30-4:30 for info.	593-4190

FISHING

Licenses: Gino's, Ludden's, Breen's Pharmacy, Western Auto

Dr. Ernie "I'd rather be fly fishing" Louk suggests:

Skate Creek, near Packwood
Tilton River (stocked) near Morton and Indian Hole Campgrounds
Mineral Lake - past Alder Highway
Lake Sawyer - near Milton
Also Buckley Pond - young people only

Good source of information: Gino, Gino's Sports & Electric	863-4285

ROLLERSKATING

Tiffany's Skate Inn, 1113 Meridian No., Puy.	848-1076
Pattison's West Skating Ctr. 34222 Pac. Hwy. S., F. Way	838-5788
Tacoma Skate King, 6817 27th St. W., Tacoma	564-8381
Melody's Skating Center, Aub.	838-4040

ZOOS

Point Defiance Park Zoo, Tac. 10:00 AM - 7:00 P.M. Admission: 75¢-$2.00, under 5 free	591-5335
Woodland Park Zoo, Seattle 8:30 A.M. - 6:00 P.M. Admission: 75¢-$2.50, under 6 free	782-1265

PARKS

Flaming Geyser State Park 1 and 3 mile hikes	931-3930
Nolte State Park Hiking trails	825-4646
Palmer State Park (new Park) Hiking trails	886-0148
Rainier National Park General park information, trails, camping, fishing,	569-2211
recorded info - 24 hours	569-2343
Metropolitan Park District of Tacoma, general info.	591-5300
Titlow Park and Lodge Fitness trail, basketball, tennis, swim pools	591-5297
Point Defiance Park Zoo, aquarium, hiking trails, 5 mile bicycling drive, tennis courts	591-5297
Snake Lake Nature Center	591-5939
Puyallup Parks and Recreation	848-2343

Pioneer Park & Grayland Park, ages 6-14
Supervised playground activities, crafts, skating, pool swimming

CONCERTS

Puyallup Valley Family YMCA 808 Valley Ave. East	841-2442

Youth Christian concerts once a month. Call for info.
June 26, 8 PM "CYPRESS" FREE

SOCCER

Sumner Soccer Association
Player Clinic after school
June 7, 9, 11 (M,W,F)
McAlder Elementary School
Registration for teams June 12, 10-12 A.
Sumner City Hall
Contact people: Candy Jewett 863-1392
Gary Zevenbergen 845-5869

BASKETBALL AND VOLLEYBALL (Members only)

Puyallup Valley YMCA	841-2442

SOFTBALL (City of Sumner)

Contact person: Dave Roller	531-5343

TENNIS (City of Sumner)

	Ext.
Contact person: John Anderson	863-2201,
Also Puyallup Valley YMCA	841-2442

SWIMMING

Sumner High School Pool	863-8110

Swimming lessons $12-14 for 10 40-minute lessons. Available mornings and evenings. Advanced lifesaving course. Blue Marlin swim teams. Info: Gordon Unruh, Supvr.

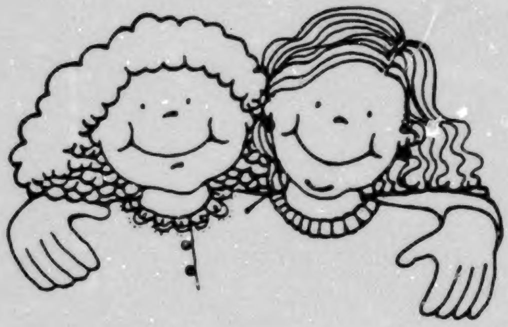
BUS SERVICE: PIERCE TRANSIT 593-6291

New service on Bus #406 includes Bonney Lake, Prairie Ridge and Buckley. The #406 route will be changed in the Sumner downtown area during June. Call Pierce Transit for details. Roving van service is planned for the Lake Tapps area during the coming year. Contact Greg Mykland, Service Planner, Pierce Transit, Box 5738, Tacoma 98405, if you or your family have comments about new service needs.

* * *

Two publications that discuss poisonous plants (what they look like and what they do) are: PLANTS THAT POISON (D.S.H.S., Occupational Health, Mail Stop LD-11, Olympia 98504 and PLANT POISONING-EM 4207, (W.S.U., P.C. Coop. Extension, 593-4190).

MARY BRIDGE POISON CENTER
206 272-1281



The purpose of this newsletter is to share ideas, information and resources for personal wellness and health among families in the Sumner area.

Send your ideas to the STARR Project, 1202 Wood Avenue, Sumner, WA 98390, or call Lyn Benaltabe or Liz Woods at 863-2201, Ext. 66.

Sumner School District No. 320
STARR Project
1202 Wood Avenue
Sumner, WA 98390

BULK RATE
U.S. POSTAGE PAID
Permit No. 105
Sumner, WA
NON-PROFIT ORGANIZATION

NATURAL HIGHS

DECEMBER, 1981

5 & 6 FOLK ART CHRISTMAS SHOW, Western Washington Fairgrounds, 60 local craftspeople will participate.

6 HANDEL'S MESSIAH, 4:00 P.M., University of Puget Sound Field House, Tacoma. 250 voice choir from 50 area churches will perform this holiday favorite. Ticket information: UPS, Music School, 756-3253. $2 general admission, students or seniors $1, family $5.

7 Third Annual CHRISTMAS CONCERT, 8:00 P.M., Kilworth Chapel, UPS. Vivaldi's GLORIA and carolling with the Brass Quartet. FREE!

8 PRACTICAL PARENTING, An Evening with Margarita Suarez, family counselor. 7:00-9:30 P.M., Daffodil Valley School, 1509 Valley Avenue, Sumner. Topics: Enjoying Your Family More, Helping Young People Deal with Peer Pressure, Make Decisions, and Grow. All invited. $1 at the door. Information: Carol Bernsten, 863-1888.

18 Opening Night "VIDIOT" CENTER, 6:00 P.M., Puyallup Valley Youth Service Bureau, 1005 East Main Street, Puyallup. Supervised video game center for young people. Will be open Mon-Thurs 4-10 PM, Fri and Sat 4 PM-1 AM. Information: Jackie Dixon, 848-5538. Volunteers to staff center needed.

19 OLDE FASHIONED CHRISTMAS CAROLLING THROUGH SUMNER, 2:30 P.M. Meet at Sumner Animal Grub on Traffic Avenue. 25 horses, haywagon and bus. 6:00 P.M. (after carolling) refreshments around the fireplace at the Animal Grub. All invited! Age no barrier!

29 HOLIDAY YOUTH DANCE, 8:00 P.M. American Legion Hall, East Pioneer Avenue, Puyallup. KNBQ Roving Disco. $1 admission. No alcohol or other drugs permitted. For information or to volunteer as a chaperone, call Mary Mason, PVYSB, 848-5538.

SEASON'S GREETINGS FROM THE SUMNER TOBACCO AND ALCOHOL RISK REDUCTION (STARR) PROJECT

STARR PROJECT
(Sumner Tobacco And Alcohol Risk Reduction)
1202 Wood Avenue
Sumner, Washington 98390

ELEMENTARY

QUESTIONNAIRE

The STARR Project staff is interested in having you identify someone you admire and would like to meet. This person should be someone who has made a contribution to the community or the world through their work, health behaviors, or whatever. This person can be a teacher, local or professional athlete, businessperson, artist, disc jockey, author, parents, relative, or neighbor.

Please list below the people who come to mind, where/how they may be contacted, and any comments you might have:

Name	Where They May Be Contacted (if known)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

COMMENTS:

STARR PROJECT
(Sumner Tobacco And Alcohol Risk Reduction)
1202 Wood Avenue
Sumner, Washington 98390

JUNIOR HIGH

QUESTIONNAIRE

The STARR Project staff is interested in identifying individuals who students in the Sumner Schools would like to meet. The person should be:

1. Someone who has made a positive contribution to the community (or the world!) through their work, health behaviors, attitudes, etc. For example: teachers, athletes, businesspeople, artists, disc jockeys, writers; parents.
2. Someone who you would actually like to meet and would learn from meeting.
3. Someone who could relate to students easily.
4. Someone who lives in Pierce or King (Seattle) Counties.

Please list below the people who come to mind, where/how they may be contacted, and any comments you might have:

Name	Where They May Be Contacted
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

COMMENTS:

SuperSTARRS

Positive adult role models can play a vital role in developing good health-related habits in young people. Talk to anyone who jogs or has stopped smoking or eats wisely and chances are you'll find that their lifestyle was influenced by someone else.

The **STARR** Project staff would like help in identifying community and/or regional **"SuperSTARR's"** - people who are:

1. outstanding examples of a healthy lifestyle,
2. successful (or famous!) in their professional life,
3. open to sharing their experiences with young people in the Sumner School District.

The **SuperSTARR** will need to be available for only one school day between January and June. **SuperSTARR** nominees will be contacted individually, given additional orientation, screened and invited to speak at their convenience.

If you know someone who would qualify and who might be interested in being a **SuperSTARR**, please fill out the form below. Please include whatever information you can and include your own name, as sponsor (or nominate yourself!).

Thanks for your help!

Liz Woods, Community Coordinator, STARR Project
1202 Wood Avenue, Sumner, WA 98390 (206) 863-2201

YOUR NAME	BUSINESS PHONE
NAME OF NOMINEE	NAME OF NOMINEE
TITLE/ORGANIZATION	TITLE/ORGANIZATION
ADDRESS	ADDRESS
CITY, STATE, ZIP	CITY, STATE, ZIP
PHONE	PHONE

SUPERSTARRS INFORMATION SHEET

Upper elementary and junior high teachers who are using either Here's Looking at You or Here's Looking at You Two with their classrooms can have a person who is a positive role model or "SuperSTARR" spend one class period with their students.

WHAT IS A SUPERSTARR?

A SuperSTARR is someone who is

1) an outstanding example of a healthy lifestyle,
2) successful in their professional life,
3) someone who has overcome a problem through their own efforts or a decision to change their life.

All SuperSTARRS have experience and are comfortable talking with students. They are interested in sharing their experiences on particular health or professional topics with your students. Most need about two weeks notice to be scheduled in your classroom.

HOW CAN I ARRANGE FOR A SUPERSTARR TO SPEAK IN MY CLASSROOM?

Look over the attached summaries of SuperSTARRS. Select two who would be most interesting to your students -- a first and second choice. Then call Lorraine Richardson at 863-2201, Ext. 66, with the names, and the date and time you would like to have a speaker in your classroom. Or send the attached sign-up sheet to the STARR Project at the District office. Two weeks lead time is best. The STARR Project will contact the speaker and confirm the date, time and speaker with you.

WILL SUPERSTARRS BE EVALUATED?

Yes. Each time a SuperSTARR is involved in the classroom, the teacher is asked to fill out the enclosed evaluation form. This should be returned to the STARR Project with your kit materials or under separate cover. Additional SuperSTARRS will be added to this list during the school year.

CAN I NOMINATE SOMEONE TO BE A SUPERSTARR?

Yes. Please send or call in the person's name, organization and phone number to the STARR Project, District Office, 863-2201, Ext. 66.

Thank you!

Request for SuperSTARR Speaker

Teacher's Name ________________________________

School ________________________________ Grade ______________

SuperSTARR Requested as Speaker:

1st Choice ______________________________

2nd Choice ______________________________

Date Speaker Requested:

1st Choice ______________________________

2nd Choice ______________________________

SuperSTARR Evaluation Sheet

Teacher's Name ______________________ Grade & School ____________________

SuperSTARR _________________________

	Excellent	Good	Fair	Poor
Appropriateness	____	____	____	____
Effectiveness	____	____	____	____
Reaction of Students	____	____	____	____

I would invite this person back into my classroom next year.

Yes ______ No ______

Comments:

I would recommend this person as a speaker.

Yes ______ No ______

Under certain conditions (age group, etc.)

General Comments:

March 18, 1981

Dear Lyn Benoltabe,

Thank you for bringing Mike walling. And my dad goes to A.A. I think Mike should talk in front of more classes. If he talks in to more classes then it can teach more people.

Is a social drinker an alcoholic?

Sincerely,
Dan

Thursda
18/1982

Dear Lyn I think that He was a good spesker and that He shuld be a speaker frome grades k-6 becakse He expresses all His fealing and He isint afraid to tell the truth and I think thats special.

Sincerely Wendy

P.S. Mike I think you were great.

Sincerly Wendy

VENDOR SURVEY

What are some of your concerns re young people and alcohol?

Problems with: phony I.D.'s
adults buying for minors
parking lots
stealing
cigarettes to minors - chew?

How could some of these problems be solved?

Are you familiar with the "I.D." training offered by the Liquor Control Board in Tacoma? (Explain if needed.)

If this training were available in Sumner, would you be interested in attending and/or sending your employees?

If so, how many employees (including self) might attend? (given that it is at a convenient time)

Would you be willing to pay your employees for time spent?

What times of the day and days of the week would be best?

____ A.M.
____ P.M.
____ Evening
____ Other
____ No preference

____ Mon
____ Tues
____ Wed
____ Thurs
____ Fri
____ No preference

Name	Business	Phone

Recognizing and Dealing With Intoxicated Persons

RCW 66.44.200 - Sales to Persons Apparently Under the Influence of Liquor. No person shall sell any liquor to any person apparently under the influences of liquor. WAC 314-16-120 states it is a violation for a licensee or his employee to allow an intoxicated person to remain on the licensed premises.

This is easy to say; yet, difficult to deal with for both the Liquor Control Board and the lincensees of Washington.

The key factor in dealing with the subject is education. The sale and service of alcoholic beverages is a privilege business and service employees must understand the responsibilities it entails, even if this leads to refusing service to customers.

The following tips for good licensee/customer relations are provided for your use in educating employees in recognizing and dealing with intoxicated persons. These tips appeared in the September 1, 1977 issue of the California Beverage Beacon.

The Basics

Keep count of the number of drinks consumed.

Keep close watch for behavior patterns after each drink is served. Quite often you can sense or feel that the customer is becoming intoxicated. Don't hesitate—decline further service. There is always the problem of a negative response from the patron—but better obviously insulted than obviously intoxicated. The Key: When in doubt, don't serve.

20 Basics Signs of Intoxication

1. Becoming drowsy.
2. Drinking too fast.
3. Becoming loud, argumentative, mean, obnoxious.
4. Becoming entertaining, animated, boisterous.
5. Careless with money on the bar or table.
6. Complaining about drink prices or check.
7. Spilling a drink—all or part of it.
8. Complaining about drink strength or preparation.
9. Overly friendly to customers and/or employees.
10. Altered speech pattern.
11. Slurring words.
12. Annoying other customers.
13. Losing eye contact, concentration, focus.
14. Lighting more than one cigarette.
15. Letting cigarette burn without smoking it.
16. Difficulty in lighting cigarette and/or pipe.
17. Losing muscular control, becoming clumsy.
18. Gait/walk changing.
19. Becoming detached, brooding.
20. Making too many comments about other people in lounge.

C. ***Refusing Service***

Assuming that you have determine that your customer should not have another drink, how do you decline service?

It is your responsibility to refuse service when it becomes apparent that the customer is becoming intoxicated, even a little bit so. Use the "20 Basic Signs of Intoxication" as a guideline, but remember that the list is not infallible.

The important thing to remember when declining beverage service is to use tact, and attempt to be diplomatic.

Never use the word "drunk" when conversing with a customer, as invariably this avokes immediate negative response.

The dialogue used for refusing further beverage service must be structured with a concerned, caring attitude rather than an abrupt, gruff denial. Some examples of your conversation—and these are examples only—might be:

> "I'm sorry, but I don't think you should have another drink, as you may encounter a problem driving home."
>
> "I'm sorry but I believe it is advisable that you do not have another drink. It appears you are becoming a little intoxicated, and this could create unforseen problems for both you and others. We are concerned, and we want you back as a customer."

If this approach does not elecit a positive response, than it may be necessary to bring the following to the attention of the customer:

"Driving Under the Influence" violations could involve:

1. Jail (mandatory 1 day in jail for a first conviction, 7 days mandatory jail time upon second conviction).
2. Fine.
3. Attorney fee.
4. Department of Licensing record to include:
    a. First offense - 30-day license suspension unless court recommends no suspension.
    b. Second offense - 60-day license suspension.
    c. Third offense - revocation of license.
5. Possible cancellation of automobile insurance.
6. Insurance premium rate increase.
7. Possible serious injury or death to customer or others.

In closing, it must be re-emphasized that education of your employees is the key to approaching this difficult problem. For forther guidance and assistance, feel free to contact your local liquor enforcement officer.

ACCEPTABLE FORMS FOR IDENTIFICATION

Must Show Age, Signature, and Photograph of Bearer

1. Driver's License or Instruction Permit Issued by any State or Province of Canada
2. United States Active Duty Military I.D. (Green Only)
3. Merchant Marine I.D. Card Issued by the United States Coast Guard
4. Official Card of Identification Issued by the Liquor Control Authority of any State or Province of Canada
5. "Identicard" Issued by the Washington State Department of Motor Vehicles or Identification Card issued by any State or Province of Canada
6. Official Passport Issued by any Nation
7. Washington Driver's License with expiration date deleted (punched out, cut off, etc.) or hole punched in red seal covering the date of birth together with a valid Temporary Driver's License.

LQ 317-33 REV. 5/81

UNDER AGE?

Don't ask us to sell you beer!

THINK TWICE. . .ABOUT DRINKING

STARR NEWS

Volume No. 1 Sumner, Washington February, 1981

STRESS

Stress is one of the most common complaints from people today. It is usually related to change in our lives: jobs, home life, vacations, weddings, world politics, and local events. Generally, stress can be a positive force in our lives. Change can be fun, but when it comes too often in a short period of time, it places demands on our physical and emotional health that can lead to illness. Warning signs of stress include: irritability, depression, dryness of the mouth, impulsive behavior, the inability to concentrate, accident proneness, feelings of unreality, dizziness, insomia, nervous tics, fatigue, unusual appetite changes, and increased use of life habits like: drinking, smoking, or the use of drugs.

LEARNING TO COPE WITH STRESS

We need to find ways of dealing with stress that occurs in our daily lives. Here is a stress management prescription that can help you approach stress:

* Accept stress as a real factor in your life - not imaginary, and recognize it as potentially harmful.
* Deal carefully with life changes, realizing that too much change over a short period of time can be unhealthy.
* Find healthy ways of dealing with change. Learn relaxing techniques.
* Become a positive asserting person rather than a negative reacting person. Assertiveness is behavior that allows you to act in your own best interests and stand up for your rights in positive ways without creating more stress.
* Talk to others about stress as a method of putting it in perspective.
* Look at how you manage your time. Allow yourself more leeway in dealing with stressful events.
* Find activities that broaden your interests, increase your satisfaction, and involve you in the world apart from the daily "grind."

Stress management is making choices for yourself that will give you more "living room" while respecting the rights of others.

WHAT IS THE STARR NEWS?

The purpose of this newsletter is to share ideas, information, and resources for personal wellness and health among families in the Sumner area. Join us by sending your ideas to STARR Project, 1202 Wood Avenue; Sumner, Washington 98390 or call us (Lyn, Liz, or Diana) at 863-2201, extension 66. Our next issue will come in May!

MINI-WAYS TO WELLNESS

Watch a sunset
Laugh at yourself
Have a good cry
Donate blood
Watch the sunrise
Sit by the fire
Daydream
Bake bread
Call a friend
Visit a friend
Say no
Visit a grandparent

ROSTER OF RIGHTS

A roster of rights is a part of stress management: You have the right to make decisions!

* The right to be treated with respect.
* The right to have and express your own feelings and opinions.
* The right to be listened to and taken seriously.
* The right to set your own priorities.
* The right to say no without feeling guilty.
* The right to ask for what you want and need.
* The right to get what you pay for.
* The right to ask for information from professionals.
* The right to make mistakes.
* The right to choose NOT to assert yourself.

SUMMARY

* You have the right to make choices for yourself.
* Personal wellness is achieved through recognizing healthy choices and living those choices.

SUBSTANCE

There are few people in the United States who are not drug users. We are a drug-oriented society, very much dependent on chemicals for our well-being. Consider the common use of tobacco, alcohol, caffeine aspirin, sleeping pills, tranquilizers, laxatives, antacids, diet pills, or cold medications, for example. To talk about substance use means acknowledging that you are a substance user, and choosing to be responsible in your drug use.

A drug is any substance that when taken into the body, changes the body function. Responsible drug use means using a drug in such a way that no harm comes to the user or anyone else. How you use a drug is as important as which drug you use. Any drug can be abused.

Laws and regulations attempt to control much of our drug use, but the ultimate responsibility lies with the individual. In thinking about your own use of drugs, consider the following questions:

* Why am I using this drug?
* Is there any other way of achieving what I want without this drug?

- * Can I get well, relax or have a good time without it?
- * What is the potential for harming myself or others if I use this drug?

  -Consider the risks associated with this drug.
- * How can I reduce the potential for harm if I use this drug?

  -Know yourself - each of us responds to drugs in different ways.
- * Could I, or would I recognize problems I might be having if I use this drug?

  -Friends and family can be a help in assessing possible problems.
- * Do I know where to get help for myself or others if I become aware of problems from drug use?

  -Sooner or later you will probably come across someone who is experiencing drug related problems. Wouldn't it be nice to be able to help?

Our personal well-being depends upon responsible decision-making concerning substance use/abuse.

SOURCES FOR HELP

Al-Anon/Ala-Teen	272-3081
Alcohol Information & Referral	863-2291
Community Alcohol Center	863-2291
Parents Anonymous	472-8338
Puyallup Valley Youth Service Bureau	848-5538

WHAT IS THE STARR PROJECT?

Funded through a special grant to the schools, the STARR (Sumner Tobacco And Risk Reduction) Project is an organized, comprehensive approach to reducing risks associated with alcohol and smoking among adolescents in Sumner. Sumner was chosen for the project site because it is a small district with little exposure to the proposed program and interested school staff and community members. This four-year project was funded by the Department of Social Services, through the Office of Health Education, and is housed in the Sumner School District's Administration Building, 1202 Wood Avenue, Sumner. The Project's three staff members are: Lynette Benaltabe, Project Coordinator; Liz Woods, Community Coordinator; Diana Thompson-Cooper, Project Secretary.

Project activities to be phased in our four years are:

SCHOOL EDUCATION: Starting in February, 1981, kindergarten through twelfth grade teachers will be trained in alcohol and drug prevention curriculums which focus on information; coping skills; decision-making; self-image; and dealing with peer pressure. These curricula were developed at the Educational Service District No. 121 (Pierce and King Counties), and are used throughout the United States as model programs.

PUBLIC EDUCATION: A variety of public information activities, hosted by the Elementary schools, will be offered, including a "Parent Awareness" Series in March, 1981. This three-session program will provide information; communication skill-building; local experts and resources; and an opportunity to see the materials mentioned above. The three-session program's schedule:

March 12	7-8:30 pm.	Maple Lawn Elem. Multipurpose Room
March 19	7-8:30 pm.	Daffodil Valley Elem. Arena Room
March 26	7-8:30 pm.	McAlder Elem. Multipurpose Room
April 9 (Follow-up Session)	7-8:30 pm.	Bonney Lake Elem. Multipurpose Room

YOUTH INTERVENTION: A peer counseling program will be developed in the high schools, and in the second year of the Project, an information and referral staff person will be hired for the high schools.

POSITIVE ROLE MODELS: Adult positive role models will be used in conjunction with the school program. Also, older children will be used as models in a cross-age teaching program.

ENFORCEMENT: Local police departments will work with Project staff members to coordinate emphasis patrols on evenings when youth, drinking drivers are especially numerous.

SCHOOL POLICY: Present health-related policies will be analyzed and updated to insure early intervention.

PUBLIC INFORMATION: This newsletter will be distributed on a regular basis to all parents in the Sumner School District. It will include information on Project activities, health and wellness resources in the Valley, and our useful information.

COMMUNITY ADVISORY BOARD: The STARR Project has a Community Advisory Board which is made up of community members, agency staff, parents, students, and school staff. This Board will advise the Project on each of the Project Components.

RESOURCES!

WHAT: Adolescent Health Screening and Education Clinic
WHERE: Sumner Community Center
1202 Fryar Avenue, Sumner
WHEN: March 10, 2:00 p.m. to 6:00 p.m.
(second Tuesday of each month)

WHAT: Provides health screening and assessment; health information counseling and referral for individuals (ages 11-21) in Pierce County; immunization; and testing for hearing, vision, blood, urine, and sexually transmitted disease.
WHY: School sports, physicals, general health assessments, minor physical concerns, nutritional problems or questions, and family or social problems.
HOW: An appointment is necessary to attend a clinic. If you would like an examination or to talk to a staff person, call 593-4807.
COST: Immunizations are $2.00, and other services are provided on a sliding scale fee based on gross family income. No one will be denied services because of inability to pay.

WHAT: Ala-Teen for kids with alcohol problems in their families.
WHERE: Good Samaritan Mental Health Center
407 - 14 Avenue Southeast, Puyallup
WHEN: Wednesday evenings at 8:00 p.m.

WHAT: Parenting Class - dealing with different age groups.
WHERE: Good Samaritan Mental Health Center
407 - 14 Avenue Southeast, Puyallup
WHEN: Friday mornings
10:30 a.m. to Noon, ongoing
COST: $2.00 per session

WHAT: Public Information Series:
"Understanding Yourself And Others"
WHEN: Tuesdays, 10:00 a.m. to 11:30 a.m.
March 3 - Topic: "Guilt"
March 10 - Topic: "Stress"
March 17 - Topic: "Life Transitions"
March 24 - Topic: "Health And Drugs"
WHERE: Good Samaritan Mental Health Center
407 - 14 Avenue Southeast, Puyallup
(for additional information and directions, call 848-5571).
COST: $1.00 per person

Educational Service District No. 121
1410 South 200 Street
Seattle, Washington 98148
AND
STARR Project
1202 Wood Avenue
Sumner, Washington 98390

BULKRATE
U.S. POSTAGE
PAID
Permit No. 823
Seattle, Wash.

1982 Alcohol Abuse Prevention Campaign

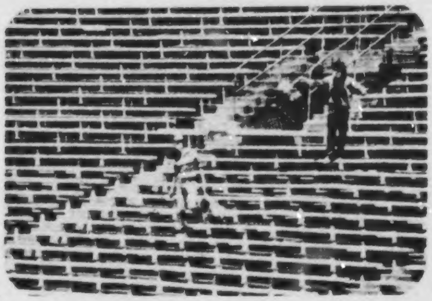
Client: National Institute on Alcohol Abuse and Alcoholism

Title: SPORTSTORY

Length: 30 seconds

1. Joe: "You nervous about the game tomorrow night?"
Barney: "Sure."

2. Joe: "Worried about the party afterwards?"
Barney: "Huh?"
Joe: "We're in training, you know. And remember the last party? All the booze?"



3. Barney: "It's OK for ball players to drink. Haven't you seen the commercials on TV?"
Joe: "Yeah, but haven't you noticed?"
Barney: "Noticed what?"

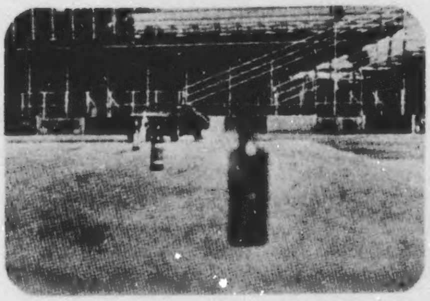
4. Joe: "In the commercials, man, all those ball players are retired."
Barney: "Ohhhhh."
Narrator: "Play it smart. Don't retire before your time."

1982 Alcohol Abuse Prevention Campaign

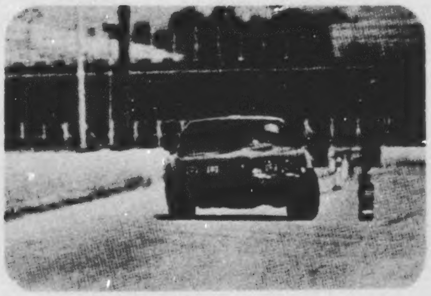
Client: National Institute on Alcohol Abuse and Alcoholism

Title: TEST TRACK

Length: 30 seconds



1. A car swerves defly around a row of oversized liquor bottles on a test track.



2. Driver: "Every professional driver knows how to jump on it."

3. Driver: "But the smart drivers know when to lay off the gas."

4. The car fishtails around and comes to a stop less than a foot from the last bottle.

5. Driver: "That's called control and I like that feeling. You know, it's the same with drinking. You've got to know when to lay off. And when you're driving is one of those times.

6. He kicks over the last bottle. Driver: "So play it smart. Don't drink and drive."

1982 Alcohol Abuse Prevention Campaign

Client: National Institute on Alcohol Abuse and Alcoholism

Title: SATURDAY NIGHT

Length: 30 seconds

1. Teen: "Just a little while ago, there I was . . . car full of buddies, cruisin', radio blastin', a little drinkin', you know."

2. Teen: "Well, that was a little while ago. Nobody wants to be around for the music I gotta face now."

3. Teen: "Worse than that, even. Dad's car . . ."

4. Teen: "Drinking and driving . . . me . . . stoopid."

5. He turns around to greet his father, who is upset.
Teen: "Hi, Dad."

6. Narrator: "Play it smart. Don't drink and drive."

1982 Alcohol Abuse Prevention Campaign

Client: National Institute on Alcohol Abuse and Alcoholism

Title: SATURDAY NIGHT

Length: 10 seconds

1. Teen: "Dad's car . . ."

2. Teen: "Drinking and driving . . . me . . . stoopid."

3. Narrator: "Play it smart . . ."
Teen: "Hi, Dad . . ."

4. Narrator: "Don't drink and drive."

Friday Night Live

Who?

Counselor/Photographer

What?

Take slides of a local "hangout" to be used in the show.

Why?

As a result of these efforts:

- Students and parents will watch the showing with open minds.
- The showing will be personalized for each school.

How?

Note: *The slides taken in this activity will be incorporated into the "Friday Night Live" show in order to personalize the show for students in your school. Experience has shown that when students recognize a local picture within the content of the show, it helps to hold their attention and to make the entire show more relevant to them. If no slides are taken, stock pictures will be used.*

1. Identify one or two places in the community that are considered "hangouts" for senior high students on weekend nights. These might include a drivein restaurant, theater, ice cream parlor, etc. It should be a place that students will be able to identify easily. Consult students for ideas.

2. Select a person to take a series of 35mm *slides* of the places chosen. If possible, ask a professional photographer to donate his or her time and talent. Other possibilities include a student or staff person experienced in slide photography or a local newspaper photographer.

3. The pictures should be taken in the evening when young people are present. Several different pictures should be taken using the following guidelines:

a. Shoot at dusk in order to be consistent with other pictures in the show.

b. Incorporate the name of the location into the pictures for recognition (e.g. a sign or logo).

c. Include people and cars into the picture; however, students should not be able to recognize any individual.

d. Use high speed Ektachrome film.

4. Develop and preview the slides.

5. Select the best two or three slides based on the quality of the picture and the ability to recognize the location.

6. Have slides available one week prior to the showing. At this time they should be given to the person setting up the show. He or she will make the final decision regarding which, if any, of the slides will be used.

Friday Night Live

Who?

Music or Drama teacher and students

What?

Prepare a promotional tape

Why?

As a result of these efforts:

- Students and parents will be motivated to attend the showing.
- The showing will be personalized for each school.

How?

1. Identify a person whose voice would be well suited for a cassette tape promoting the "Friday Night Live" show. Ideas include a local disc jockey or television personality, a well-known athlete, musician or other celebrity, a respected member of the faculty or student body, etc.

2. Arrange for a recording session and the necessary equipment. If possible obtain professional recording equipment; however, the school's cassette player and microphone will do if none can be obtained.

3. Record the script found on the back of this page, making changes as desired.

4. The final recording should be ready two weeks prior to the show. It can be used in any of the following ways for the two weeks before the show:

  a. several times over the school P.A. system as part of the daily announcements

  b. at the beginning and end of lunch periods in the cafeteria

  c. at the start or halftime of sports events

  d. at school dances

  e. at any school assembly, concert, or other large gathering

  f. at P.T.S.A. meetings

  g. at faculty meetings

  h. be creative!!

5. For a variety of short spot announcements, each paragraph of the script can be taped with the date, time, location, and other information added to the end.

6. The tape can also be sent to local radio stations for airing.

7. A professionally recorded script, minus local date, time, etc., is available to check out and copy. Contact the person presenting the show for details.

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Public Service Announcement

Hi – This is ____________

Ever notice that whenever anyone wants to talk to you about drinking and driving it's always a boring lecture full of one-sided scare tactics? *Don't do this! Don't do that!* It seems like they believe you can't make up your own mind.

"Friday Night Live" is different. It features the music of Bob Seger and the Silver Bullet Band and the sensational imagery of Watt/-Silverstein.

This is no ordinary show!! Backed by 200 Watt stereo Klipsch speakers, this nine-projector, computer-synchronized, multi-image presentation almost comes alive from its 8-ft. by 24-ft. rear projection screen.

There's no scare tactics! No preaching! No blood and guts! Just fifteen minutes of high impact images and music. And when it's all over–nobody is going to tell you what to do.

"Friday Night Live" will be showing at
________________ on ________________.
It's guaranteed to be the most amazing fifteen minutes you'll spend this quarter.

Be sure to see it. And when it's all over remember the choice, as always, is up to you!

Another W.T.S.C. production.

Friday Night Live

Who?

All Faculty/Staff

What?

Send a personal letter to "high-risk" students

Why?

As a result of these efforts:

- Students and parents will be motivated to attend the showing
- Students and parents will watch the showing with open minds

How?

NOTE: *This idea is best presented at a faculty/staff meeting rather than by memo only. Present it as an option, not as a requirement.*

1. Distribute the idea on the back of this page to all faculty and staff.

2. After people have identified those to whom they plan to send letters, allow time to discuss which students were chosen. This should be done to:

  a. identify any obvious omissions

  b. identify who might get more than one letter (which is fine) in order to avoid sending letters which might sound too much the same.

  c. allow hesitant faculty to see that others are willing to take the risk of writing a note

3. If there is time, allow people to actually write their letters. If not, they can write them later.

4. Emphasize the need to avoid writing a "form letter," and the need to personalize each one.

Think about it—

Each of us knows one or two kids who are likely to drink/take drugs and drive. We hear and see things which make it no secret who they are.

The "Friday Night Live" show is especially relevant to those students. Unfortunately, they are the ones who will skip the assembly, come but laugh it off, or come to it high.

A personal note or word from a faculty/staff member might cause them to take a much more serious look at this very serious issue.

What can you do?

1. Write down the names of a few students who you feel are in this "high-risk" group.
2. Write a personal note to each of them. That note should be positive rather than condemning and could include any of the following:
   a. an expression of some positive things you see in that student
   b. an expression of why you feel he/she is an important and worthwhile person
   c. the fact that you feel the show is important for him/her to see
   d. your hope that he/she will go to the assembly, and watch the show with a clear and open mind
   e. you are available if they have any questions or want to talk after the show

These should be stated in your own words and style. The same exact letter should not be sent to two different students to avoid appearing like a "form letter." You may want to check with other faculty/staff to see who is also sending letters to that student, to avoid the "form letter" problem.

3. Present the note to the students one or two days before the show.
4. If you would rather not write a note, select a student and tell him/her in person.

Friday Night Live

MASTER ACTIVITY LIST

This is a listing of all the classroom activities included in the Friday Night Live-Support Package. The activities have been given to the teachers in the subject areas indicated. Although some of the activities could be used in several classes, they were included under only one subject area to avoid students doing the same activity over and over again.

If an activity is of interest to you, but was given to a different teacher, contact the appropriate person to determine if they are using it or not, and whether or not to include it in your classes.

Project Coordinator

SOCIAL STUDIES

Discuss Social Responsibility
Research Drinking/Drugs and Driving Laws
Host a Panel on the Extent of the Problem
Take a Field Trip to Traffic Court
Conduct a Mock D.W.I. Trial
Develop a Student Government D.W.I. Program

LANGUAGE ARTS

Prepare a Newsletter
Write Position Papers
Complete a Story
Maintain a Daily Writing Journal

HEALTH

Discuss Attitudes about Alcohol/Drugs
Practice Brainstorming Alternatives and Consequences
Discuss Drinking, Drugs and Driving Situations
Role Play Peer Pressure Situations
Identify Alternatives to Drug Use
Participate in Various Field Experiences

HOME ECONOMICS

Plan a Menu for a Non-alcoholic Party
Discuss Alcohol/Drugs Driving Experiences

P.E.

Test Reaction Time
Discuss Drinking/Drugs, Driving and Sports
Learn Roadside Alcohol Impairment Tests

TRAFFIC SAFETY STUDENTS

Discuss Blood Alcohol Content
Investigate Local Accidents
Discuss Responsible versus Irresponsible Choices
Create a Flyer On Safe Ways to Get Home
Review the D.W.I. Law
Examine Risk-Taking Behaviors

DRAMA

Role Play Peer Pressure
Discuss Alcohol/Drugs Among Professional Actors
Improvise a D.W.I. Incident

ART

Create an Anti-Alcohol/Drug and Driving Poster
Create Alcohol/Drugs and Driving Advertisements
Create a Message Discouraging Driving While Under the Influence
Design a Car for Intoxicated Drivers

MUSIC

Observe Behavior of Local Disc Jockeys
Find Musical Expressions of D.W.I. Related Ideas
Discuss Alcohol/Drugs Among Professional Musicians
Listen for Alcohol/Drug Messages in Popular Music
Arrange and Perform Music from the "Friday Night Live" Show

MATH

Calculate Blood Alcohol Content
Graph Alcohol Related Risk Factors
Analyze Statistics On Lo[illegible]ol Related Accidents
Design a Computer Program on Alcohol and Driving
Analyze Survey Data

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SCIENCE

Study Factors Influencing Alcohol's Effects
Investigate Fact-vs-Rumor
Discuss the Effects of Alcohol/Other Drugs on Driving
Evaluate Pocket Breathalyzers

BUSINESS

Discuss the Costs to Industry
Draft Contract Related to Alcohol/Drugs and Driving

FOREIGN LANGUAGE

Maintain a Daily Journal
Complete a Story
Discuss Drinking/Driving Laws in Other Countries
Discuss Drinking/Drugs/Driving

COMBINED SOCIAL STUDIES, LANGUAGE ARTS, ART, PHOTOGRAPHY, DRAMA AND MUSIC

(In the miscellaneous folder)
Produce a Show On Drinking/Drugs and Driving

Friday Night Live

Who?

Traffic Safety Students

What?

Examine risk-taking behaviors

Why?

The student will demonstrate the ability to:

- Assess his/her current method for dealing with alcohol/drugs and driving situations.
- Identify the factors which influence making decisions, and better control the influence of these factors.

How?

1. Ask why some people take higher and lower risks than others do. Have students speculate about their own risk taking. Explain that this lesson deals with risk taking and its impact upon decision making.

2. Distribute the Risk Situations handout on the back of this page.

3. Explain the different categories of:

High Risk - Low Gain
High Risk - High Gain
Low Risk - Low Gain
Low Risk - High Gain

4. Ask for examples in each category. Emphasize that risk and gain are relative and may not be the same for each person.

5. Have students fill out the worksheets independently, indicating their perceptions of risk and gain in each situation.

6. Have students form small groups and discuss the risks involved and how to handle the situations listed.

7. Summarize their conclusions by discussing the following questions:

a. Why are some people more likely to take risks than others in a given situation?
b. Expand on the statement that risk and gain are both in the eye of the person contemplating the risk.
c. Would you agree or disagree that to learn or grow or change, one must risk?
d. Is risk taking good or bad? Why?
e. How might risk taking impact your drinking behavior?
f. How might risk taking impact your driving behavior?

continued on other side

RISK SITUATIONS

	Risk				Gain	
High	Medium	Low		High	Medium	Low
			1. driving home after drinking too much			
			2. having two drinks in one hour and then driving home			
			3. riding home with a driver who has been drinking			
			4. riding home with a driver who has been smoking marijuana			
			5. hitchhiking late Saturday night			
			6. taking a pain pill which was prescribed for your mother last year			
			7. taking some "No-Doz" when studying late for an exam			
			8. using smoking as a method to keep your weight down			
			9. Stealing some vodka from your parents for a party			
			10. rock climbing			
			11. hang gliding			
			12. taking a pill (you don't know what it is)			
			13. reporting a friend for selling drugs			
			14. telling a friend he/she has a drug problem			
			15. telling a friend he/she has had too much to drink and shouldn't drive			
			16. refusing to drink at a party			

Friday Night Live

Who?

Traffic Safety Students

What?

Discuss responsible versus irresponsible choices

Why?

The student will demonstrate the ability to:

- Explain what is or is not important to him/her.
- Assess his/her current method for dealing with alcohol/drugs and driving situations.

How?

1. Distribute the worksheet on the back of this page.

2. Ask students to complete the exercise as the directions indicate.

3. When all the students are finished explain that the room will now be used as a continuum, with "Very Responsible" on one side of the room and "Very Irresponsible" on the opposite side.

4. Select one of the situations from this worksheet, read it and ask the students to form a line across the room indicating how responsible or irresponsible they feel it is. As the students take their places, they must ask the people next to them how they feel and then change places accordingly.

5. Repeat the "human continuum" with the other questions.

6. Have the students sit down, and then discuss which situations they felt were most responsible/irresponsible and why. Also discuss the prevalence of some of the irresponsible behaviors among the students at your school. Discuss what things the students could do, as individuals, to reduce those behaviors.

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"RESPONSIBLE?" "IRRESPONSIBLE?"

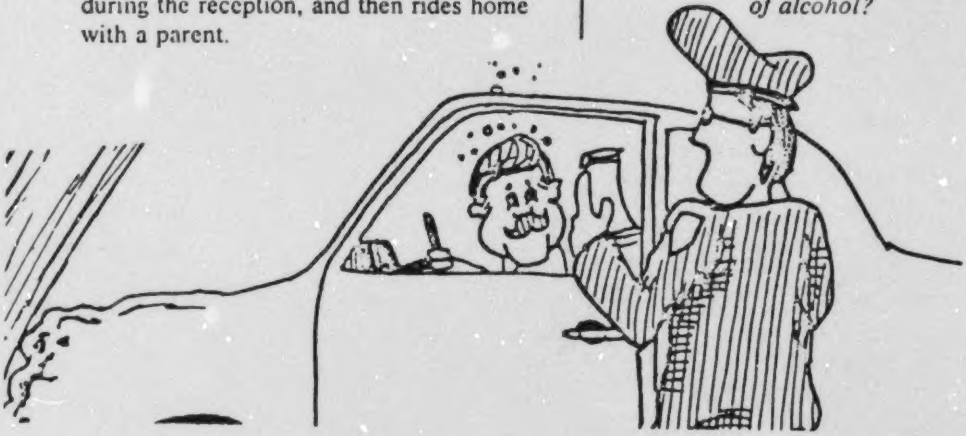
Very Irresponsible — Very Responsible

Place the number of the situation on the continuum below ranging from Irresponsible to Responsible.

Each situation involves an eighteen year old person who—

1. Drives to a party, drinks heavily (3-4 drinks every 1-2 hours), and then drives home.
2. Rides to a party with a non-drinking friend, drinks 1-2 drinks, and then rides home with the same non-drinker.
3. Drives to a party, drinks 1-2 drinks, waits 2 hours after the last drink, and then drives home.
4. Rides to a sister's wedding with a non-drinker, drinks one glass of champagne during the reception, and then rides home with a parent.
5. Drives to a keg party, does not drink, and then drives home.
6. Drives to a party, drinks heavily, and then calls parents for a ride home.
7. Rides to a party with a non-drinking friend, drinks heavily, and then rides home with the same non-drinker who did not drink.
8. Has one beer at home with parents and then watches a movie on TV.

Option: *For each question how would you respond if the person were 21? What if it were marijuana instead of alcohol?*



Friday Night Live

Who?

Health Education Students

What?

Identify alternatives to drug use

Why?

The student will demonstrate the ability to:

- Identify and practice alternative ways of dealing with alcohol/drugs and driving.
- Assess his/her current method for dealing with alcohol/drugs and driving.

How?

1. Distribute the worksheet, "Listening to Myself."
2. Have students list on the worksheet ten activities they really *love* to do.
3. Students individually complete the worksheet by ✓ in each column that applies.
4. Discuss the answers on the worksheet, including the following topics:

   a. What did you learn about yourself?
   b. What activities were more important to you than others?
   c. How do peer influences affect our choices?

Options:

a. List all the "Things People Love to Do" on a large sheet of butcher paper. Add to the list as students think of more ideas. Put the sheet in a conspicuous place. Ask students each week to place a check mark next to any of the things they did that past week. Set a class goal that all the things on the list will be done by at least one person during the semester.

b. Use the list in "a" to produce a flyer on "alternative highs." Make copies and distribute to the entire student body.

c. Create a class collage from magazines, newspapers, etc. The collage should reflect all the ideas included on the list in "a." Use the poster as part of a school display.

continued on other side

LISTENING TO MYSELF

. . . THINGS I *LOVE* TO DO!

10.	9.	8.	7.	6.	5.	4.	3.	2.	1.	
										1. Costs $5 or more each time you do it.
										2. Done primarily alone
										3. Done primarily with others
										4. School or job related
										5. Can still do this after age 40
										6. Requires good health to do
										7. Done when I am *already* happy
										8. Date I last did this activity (write in the date.
										9. Activity usually includes alcohol or other drugs.
										10. My parents do this activity
										11. Degree of risk involved (high, medium, low)
										12. Done primarily when I am depressed

Friday Night Live

Who?

Health Education Students

What?

Role play peer pressure situations

Why?

The student will demonstrate the ability to:

- Identify the factors which influence making decisions, and better control the influence of these factors.
- Assess his/her current method for dealing with alcohol/drugs and driving situations.

How?

1. Ask for six volunteers from the class to perform the peanut gallery role play (be sure they like peanuts). Give each one a role description from the back of this page. They should follow the role directions and not discuss these with each other or the class.

2. Give character #1 a jar of peanuts.

3. Role play: the six students will role play the peanut gallery situation with character #1 trying to pressure other members to eat the peanuts. (The class may add pressure by clapping, cheering, etc. if the teacher chooses.) The role play should conclude when #3 and #4 have joined characters #1 and #2 in eating the peanuts (allow approximately ten minutes).

4. Open-ended discussion questions: (Questions for characters)

a. #5, #6: How did you feel about being pressured to do something when you kept saying, "No, I won't?"
b. #3, #4: How did you feel when you resisted? How did you feel about giving in?
c. #3, #4: How did you feel when #2 gave in and started pressuring you?
d. #1: How did you feel about pressuring the others? Was it easier when #2 joined you?
(QUESTIONS FOR CLASS):
e. How did you feel watching the peanut gallery role play?
f. Why do people pressure others into making decisions?
g. What can you do to resist peer pressure to make decisions that you don't want to make?

5. Tell students that everyone will have a chance to practice dealing with peer pressure. Divide into small groups (four students per group). Have group members number off one through four and ask them to remember their numbers.

6. Explain the peanut gallery situations. The teacher will read a pressure situation indicating the number of the person who acts as the "pressure person." That person will have three minutes (use an egg timer if available) to pressure/influence as many other group members to agree with him/her as possible. Group members will resist. Some ground rules may include: no personal attacks allowed, verbal or physical; give each person a chance to participate.

continued on other side

7. Discuss student reactions to being the pressure person and being pressured. Ask for the methods they used in persuading and in resisting others. Discuss the usefulness of considering peer pressure situations before they occur.

8. Conclude the activity by pointing out that making responsible decisions requires being aware of the pressures around us and developing ways to deal with these.

Option: *Reverse the situation so that 3 students are pressuring the one student to do the action.*

PEANUT GALLERY ROLES

Person #1	Eat the peanuts slowly and try to get everyone else to enjoy the peanuts, too.
Person #2	You will be offered peanuts and though you say they're not good for you, but you accept. Take your time eating them. Then help convince others to enjoy them.
Person #3	Others will try to persuade you to eat the peanuts. Resist their arguments. Wait for awhile and then give in.
Person #4	Others will try to persuade you to eat the peanuts. Resist their arguments; Wait for awhile and then give in.
Person #5	No matter what, do not take any peanuts!
Person #6	No matter what, do not take any peanuts!

PEANUT GALLERY SITUATIONS

Situation #1:

You and your three friends are driving home from school. You ask them if they want to smoke some pot. You've got a joint in your pocket. Now would be a great time to get high.

#1: Pressure the others to join you!

Situation #2:

You've been asked to go to a kegger Saturday night. *Everybody* will be there. You ask your three friends to go with you. You'll drive.

#2: Pressure the others to join you!

Situation #3:

You and your three friends are going to a concert Friday night. You think it'd be a great idea to go stoned. You have some dope at home.

#3: Pressure the others to join you!

Situation #4:

You and your three friends are at the basketball game. During halftime, your neighbor comes up and asks you if you'd like to go cruising. He has some beer.

#4: Pressure the others to join you!

Friday Night Live

Who?

Language Arts Students

What?

Complete a story

Why?

The student will demonstrate the ability to:

- Identify and practice alternative ways of dealing with alcohol/drugs and driving situations.
- Predict the consequences for a given alternative.

How?

1. Using the scenarios on the back of this page, have students write a brief conclusion to one of the stories, focusing on the key character (underlined). Their paper should encompass the criteria and elements used in all of your class's written work. Inform them that the conclusion will be discussed during class. All students should write on the same scenario.

2. Allow sufficient time to complete the writing or assign it as homework.

3. Ask the students what course of action the key character took in their stories. Make a list of these courses of action on the board.

4. Brainstorm alternatives which were not included in the list. Encourage creativity! Ask students to consider courses of action which they might not like themselves, but which are still options and could be done.

5. When the brainstorming is complete, ask each student to select one alternative different from the one included in his/her original paper.

6. Ask them to then write a one-to-two-page conclusion to the same story using the newly selected alternative. With the new conclusion, students are to include a variety of consequences of having taken that particular course of action. Those consequences should include both the positive and negative consequences for both the key character and the other people in the story.

7. This second paper can be discussed in a manner similar to steps 3 and 4.

8. Collect, evaluate, and grade all papers using the normal criteria for your class.

9. Use other scenarios for additional writing assignments.

continued on other side

SCENARIOS

1. This is the first time *Joe* has been to a kegger and had to drive home. He feels a little funny and different as he drives his parents' new car. He doesn't want to stop driving because he really wants to show off his new license. On the other hand, he doesn't want to get in an accident or lose his license because of a D.W.I. If he can find a good excuse, he is willing to pull over, lock the car and hitch, but he's too embarrassed to ask one of his three passengers to drive.

   At the next corner . . .

2. *Sara* drove to the party and will have to drive home. All her friends are there, and they are having a great time. Some are drinking and smoking dope. Usually she would join them. Someone offered her a beer and a couple of her friends are watching. She hates to look like a "NURD," but she does have to drive home.

   Behind her . . .

3. *Michelle* and her date are getting a ride home with her friend and her friend's date. They are in the front seat and she is in the back. The guy is driving and he is pretty drunk. He has run a couple of red lights and stopped at a green one. He keeps crossing the center line and just missed hitting one car. It's eight miles to home.

   Michelle's date says . . .

4. *Lee* is the parent of a son your present age. The son has just pulled into the driveway after going to a drive-in three miles away with friends. He comes into the house obviously drunk. The car is his, paid for by working this summer.

   As the door closes . . .

5. *Terry* is at a party with Tony. It's their first date and Terry has really had fun. Terry never drinks alcohol, but Tony has been drinking wine. It's 1:00 a.m. and everyone is leaving. Tony is a little drunk, but not really smashed.

   On the way to Tony's car . . .

.10
BREATHALYZER

Friday Night Live

Who?

Language Arts Students

What?

Write position papers

Why?

The student will demonstrate the ability to

- Explain what is or is not important to him/her.
- Recognize his/her feelings about alcohol/drugs and driving.

How?

1. This lesson uses the position statements on the back of this page. They can be copied, written on the board, or read to the students.

2. Ask students to select two of the position statements which closely reflect their own opinions.

3. For each of the two statements chosen, ask the students to write a two-to-four-page paper in support of that point of view. Statements made in the papers should be supported by fact or experience or some explanation of why the student feels that way.

4. Allow sufficient time to prepare and write the papers.

5. Collect and evaluate, using existing criteria for your classes.

a. Keep the papers on file and ask students to write a one-page paper on the same topics several months later. At that time return the original paper and discuss whether or not there were any changes and why.

b. Students who wish to get into greater detail can choose to do one paper, 4-8 pages, rather than two short papers.

c. Inform the students in advance that there will be a discussion of issues during class. After the papers have been written, organize a discussion by:

   1. Having students find a partner who wrote with an opposite point of view, or
   2. Forming small groups according to topic and having them discuss both sides of the issue, or
   3. Conducting a general class discussion on each of (or some of) the issues.

d. When students select their two position statements, have them pick one they agree with and one they disagree with, and then write their papers.

e. When students select their two position statements, have them pick two that represent opposite sides of the same issue, and write their papers accordingly.

continued on other side

POSITION STATEMENTS

I. Changing drinking and driving laws

Pro: Our state's penalties for D.W.I. (driving while under the influence) are too soft and there are too many loopholes. They must be made more severe!

Con: Current penalties in this state for people convicted of driving while intoxicated are satisfactory and should be left alone!

II. Stopping the drinking driver

Pro: If you see someone who is drunk and about to drive, you must do whatever it takes to prevent him/her from driving. If necessary, you should call the police, even if it is a friend.

Con: If people want to drink and drive, it's their choice and you and I should not get involved. The drinker, not you and I, is responsible for his/her actions.

III. Prohibition of alcohol

Pro: Alcohol is the number-one killer on our highways. For this and other reasons, the sale of all alcohol should be prohibited.

Con: It's not the alcohol, it's the people, and they have a right to make their own choices. Preventing the sale of alcohol is absurd.

IV. Lowering the drinking age

Pro: The drinking age should be lowered to 18.

Con: The drinking age should be left at 21.

Friday Night Live

Who?

Activities Coordinator

What?

Use music and ideas from the show at school dances

Why?

As a result of these efforts:

- The topic of alcohol/drugs and driving will remain visible for several months.
- Students will demonstrate the ability to identify and practice alternative ways of dealing with alcohol/drugs and driving situations.

How?

1. For the next dance or concert, contact the performing group and ask them if they can incorporate into their performance the song, "Betty Lou's Getting Out Tonight" by Bob Seger and the Silver Bullet Band. This is the introductory music from the "Friday Night Live" show. If they can't, skip #2.

2. Ask that the song be played as the final song or at least near the end of the evening.

3. Also, ask the group if they would be willing to say a few words before the song and at the end of the event, asking students to think twice and not to drive if they have been drinking or taking drugs. Some ideas are on the back and can be copied and given to the group (this can also be done by someone from the school).

continued on other side

SCRIPT ENDING
SCHOOL DANCES

We've enjoyed being here!

You're a great audience!

The next song is by Bob Seger. It's called "Betty Lou's Getting Out Tonight." It was the intro music for the show "Friday Night Live" which was at your school on ____________________________.
(date)

We hope you'll all make it home safely tonight.

If you got a little high tonight, we hope you won't drive. If you're straight, we hope you'll make sure your friends don't drive if they're not. Call a cab, let someone else drive, or call a friend.

We'd like you to be able to come back the next time we're here.

Remember – Friends don't let friends drive drunk!

Friday Night Live

Who?

Counselor

What?

Feature a student panel for faculty and parents

Why?

As a result of these efforts:

- The topic of alcohol/drugs and driving will remain visible for several months.

How?

NOTE: *This activity can be arranged for faculty or parents or both.*

1. Schedule a date and time when the adults would be able to attend (Plan it to coincide with a faculty meeting, PTA meeting, etc.). Allow one hour.

2. Publicize the event using normal methods.

3. Contact 5-8 students who would be willing to participate on a panel on drug use at your school. The students should represent a variety of groups including the jocks, the stoners, the student leaders, the "straight" kids, etc. If students from your school are hesitant ask students from a nearby school.

4. Meet with the students before the panel begins to explain the intent of the panel, to go over the ground rules (see below), to review the sample questions and to put them at ease.

5. Set up the room so that students are behind a table (it provides some security) and so that chairs are in a "U" shape. Provide name tags for students with first name only.

6. At the start of the meeting with the adults, explain the following rules which apply to both students and adults:

a. Do not use the names of people or give away their identity.

b. Do not ask personal questions such as, "Do you smoke pot?" or "What is the name of the local dealer?"

c. Everyone has the option to pass on any question.

d. It's okay to disagree so long as you don't put someone down for his/her ideas.

7. As facilitator, use the list of questions on the back to start the discussion. The first two questions on the list seem to work well. Allow adults to ask questions, and fill in the quiet spaces with more questions from the list

8. End the panel when it appears that things are beginning to wind down. Thank the students for their willingness to be open and take a risk.

9. After the students leave, the adults may have some additional questions or the need to discuss certain issues.

10. Send "Thank you's" to all the panel members.

continued on other side

Student Panel Questions

1. What drugs do you see being used most often?
2. At what age does drug use start among the kids you know?
3. What trends/changes have you seen in drug use?
4. How easy is it to get various drugs?
5. What groups (stoners, jocks, etc) use which drugs?
6. Do students consider alcohol a drug?
7. Do you see many students in school who are drunk or high?
8. What problems do you see related to drug use at school and away from school?
9. How much accurate information do students have about drugs?
10. What has your drug education been like?
11. What do you think the schools should do about drug education?
12. Where do students go for help with drug or other problems?
13. How strong is peer pressure to use drugs?
14. How strong is the sense of social responsibility (i.e. preventing a drunk person from driving) among students?
15. What is the extent of and attitude toward driving while under the influence of alcohol or other drugs?
16. What effect, if any, do television specials on alcohol and drugs (i.e. Afternoon Specials and "Get High on Yourself") have on:
    a. students who use drugs?
    b. students who do not use drugs?
17. Do students who use alcohol/drugs want or care to be educated on the adverse effects of alcohol/drugs, or are they close-minded?
18. If you could teach a program on drug education in your school, how would you teach it, and what would you teach?
19. What are the qualities of a "good" teacher?

EMPHASIS PATROL CHECK LIST

Instructions:

Please record the following information for each person stopped during the Emphasis Patrol: Under the person's age category, record marks (checks or slashes) to indicate the type of violation, whether alcohol was found in the car, whether the person was a Sumner/Bonney Lake resident, and action(s) taken by the officer.

Thank you very much for your assistance!

Violation:	Under 16	16-18	19-21	22+
Mechanical (auto)				
Speeding				
Reckless/negligent driving				
Drunk driving				
Alcohol/drugs in car?				
Yes				
No				
Sumner/Bonney Lake resident?				
Yes				
No				
Action(s) taken:				
Verbal warning				
Written warning				
Citation				
Arrest				
Remove alcohol/drugs				

Please record any specific comments on the reverse side of page.

"Don't Do The Crime If You Can't Do The Time"

DID YOU KNOW:

- That more deaths occur on our streets during holidays than any other time?
- That over 1/2 of these deaths involve driving while intoxicated?
- Because of this, the local police will be heavily patroling the local area on the Friday and Saturday nights during the upcoming weekends.

WHAT COULD YOU DO?

Let's consider the alternatives to driving while intoxicated:

- Let a sober person drive home.
- Have friends over for a party without alcohol.
- Invite that special friend over to watch "Love Boat."
- Kick back and play Space Invaders.
- Go visit Grandma.
- Go see "Raiders of the Lost Ark" for the 9th time.
- Make Christmas cookies.
- Ask your special friend to the Christmas Dance Dec. 19th.
- Pull out your favorite textbook and read a chapter.
- Call a cab.
- Go for a walk
- Go to bed early and read a good book
- Play Yahtzee with your little brother
- Challenge your best buddy to the World Asteroid Championship

And finally:

- IF YOU CAN'T DO THE TIME, DON'T DO THE CRIME!

BEST COPY AVAILABLE

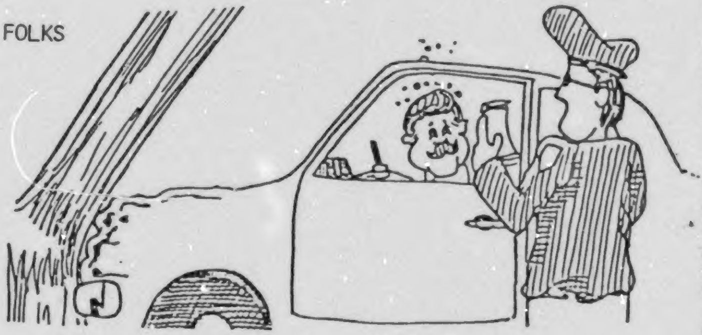
ON JUNE 4 and 5, BEWARE!

POLICE WILL PATROL EVERYWHERE

Bypass the parties, but don't feel neglected,

Choose an option we selected

- TAKE A CRUISE ON YOUR RAFT
- PUMP SOME IRON
- HAVE A BARBEQUE IN THE BACKYARD
- GO CAMPING
- SHOOT SOME HOOPS WITH YOUR FRIENDS
- HAVE A PARTY AT YOUR HOUSE
- PIG OUT AT CHUCK E CHEESE
- GO TO THE PARTY:
  - ASSIGN A DRIVER WHO WON'T DRINK ALL EVENING
  - CALL A CAB, A FRIEND, YOUR FOLKS
  - FASTEN YOUR SEATBELT
- HAVE A FRISBEE TOURNAMENT
- GO SEE YOUR FAVORITE MOVIE AGAIN
- WORK ON YOUR MUSTANG
- PLAY PACMAN UNTIL YOUR HANDS FALL OFF
- BURN SOME WEINIES AT THE BEACH
- PLAY CARDS WITH THE GUYS
- BEAT A FRIEND AT BACKGAMMON
- LISTEN TO LIVE TIME ON KISW
- STAY UP LATE AND WATCH "SECOND CITY"



DID YOU KNOW:

- 4,000 YOUNG PEOPLE DIE IN EVERY YEAR IN ALCOHOL-RELATED ACCIDENTS
- VICTIMS ARE OFTEN PASSENGERS, OR DRIVERS WHO HAVEN'T BEEN DRINKING
- 40,000 YOUNG PEOPLE ARE CRIPPLED OR INJURED FOR LIFE

BECAUSE OF THIS, ADDITIONAL POLICE WILL BE PATROLLING IN THE SUMNER, BONNEY LAKE AND LAKE TAPPS COMMUNITIES OVER FRIDAY AND SATURDAY EVENINGS, JUNE 4TH AND 5TH.

IN COOPERATION WITH STARR PROJECT AND SUMNER & BONNEY LAKE POLICE DEPARTMENTS

PLAY IT SMART ... Don't drink & drive

Chapter 4:

Early Intervention

Any good alcohol and drug education program will increase awareness—within the school, the home, and the community—about issues involved in the use and abuse of alcohol and other drugs. Successful prevention programs get students, their parents, and members of the community thinking about alcohol and drugs, and they encourage people to be more open about talking about those problems. Good prevention programs give people permission to admit and confront alcohol and drug abuse issues and concerns.

One measure of the success of a local prevention program is the degree to which it surfaces alcohol and drug problems. Students are often encouraged to admit and confront the fact that they have alcohol or drug abuse problems. Participating students whose parents are alcoholics may be more willing to seek out help in coping with their stressful family situations. Not just students are affected. Teachers, parents, and other adults in the community may also become more willing to confront alcohol and drug abuse problems which affect them, their families, or friends.

One of the most important issues which needs to be confronted in designing a comprehensive prevention program is what to do when these alcohol- and drug-related problems surface within the schools. If local prevention efforts have encouraged students to admit that they have a problem with alcohol or drugs—or in other areas of their lives—how can the school provide help? Many people who have developed school-based prevention programs feel that prevention alone is not enough: "It's important to give kids good information about alcohol and drugs and to help give them the skills to make good decisions and to cope with problems. But if we're any good at that, kids are going to start talking about their problems and we've got to be ready to help them. We can't just tell kids to face up to their problems and then turn our backs when they ask for help."

For this reason, early intervention programs are a logical and necessary part of any comprehensive school-based prevention effort. Early intervention programs provide help to young people who have problems with alcohol and drugs. Many programs also offer help to young people with other problems, since they can eventually lead to alcohol and drug abuse.

This chapter discusses two basic approaches to early intervention: one which uses "natural" helpers—young people and adults within a school to whom students already are turning for help. The second type of program utilizes professional counselors within a school setting. These two approaches are based on different perspectives. The natural helpers approach attempts to identify people who are already credible sources of assistance to young people and then provide them with additional helping skills. The use of professional counselors takes professionally trained helpers, brings them into a school setting, and attempts to build credibility and support for counseling activities.

The two programs described in this chapter are 1) the "Natural Helpers" program developed in Washington State, and 2) the Student Assistance Program developed in Westchester County, New York.

The "Natural Helpers" Program

Program Overview

The Natural Helpers program was developed as a way of helping adolescents within a school environment deal with the problems which they confront. Mood changes, problems with friends, families, schools, and drugs are typical struggles for teenagers. The effects of these struggles often show up in school as poor grades, absenteeism, and alcohol and drug use. Some young people try to handle their stresses alone. If they seek help, it is usually from their friends who share similar values, expectations, and experiences. The friends do the best they can to help. However, sometimes they don't recognize the seriousness of the problem or they have incorrect information. Sometimes they don't know what to do to help and end up as involved in the problem as the friend who asked for help.

As a group, teenagers tend to distrust adults. When asked why they don't discuss their problems with adults, the most common response is, "They wouldn't understand." Teenagers may hesitate to discuss day-to-day struggles such as fights with parents or boyfriends with anyone except a friend. Yet these seemingly small issues can have a tremendous effect on their behavior at school.

The Natural Helpers program is based on a simple premise: *within every school, an informal "helping net-*

work" exists. Students with problems naturally seek out other students—and occasionally teachers or other school staff—whom they trust. They seek them out for advice, help in getting assistance, or just to provide sympathetic listening. The Natural Helpers program utilizes this existing helping network and provides training to students and adults who are already serving as informal helpers. It gives them the skills they need to more effectively provide help to young people who seek them out.

Natural Helpers include a cross-section of students and adult staff members. They are identified and selected through an anonymous school-wide survey of both students and adults. After they are identified, they are invited to participate in the Natural Helpers program. They receive at least 30 hours of training in communication skills so that they can listen empathetically and help others make their own choices. They also receive information on local resources and training on identifying their own limits so that they can make referrals when necessary. They are *not* professionally trained therapists or counselors.

Natural Helpers work in a variety of roles within the school, from providing one-to-one listening, support and referral, to leading discussion groups and organizing school-wide prevention activities and education programs. They may concentrate on one issue—such as alcohol and drug abuse—or offer help in all areas of concern.

Leadership for the Natural Helpers program is provided by an in-school coordinator. He / she is assisted by student coordinators and by an Advisory Committee. The cost for the program varies depending on the number of participants, training format, and program goals. An average figure is $3,000 per year to train and support about 35 Natural Helpers.

The Natural Helpers program was first developed and pilot tested in Washington State at Mercer Island High School in 1979 and at Sumner High School in 1980.

Program Goals and Objectives

The general goal of the Natural Helpers program is to provide skilled listeners in a school setting so that students get the help they need. The help may include listening, supporting, providing information, referral, or intervention.

The original Natural Helpers model was designed for helping high school students concerned with alcohol- or drug-related problems, but it quickly expanded to address other problems identified through the survey. The model may also be applicable to other age groups and settings. The general process objectives of the Natural Helpers program are:

1. To identify staff and students who are currently helping others in the school with personal or academic problems.
2. To provide training to these individuals in communication skills, decisionmaking, problem solving, referral, and other helping activities.
3. To identify typical problems faced by students and to provide helpers with information relevant to those problem areas.
4. To establish programs and situations where Natural Helpers can use their skills to help others.
5. To provide support to the Helpers regarding their own problems and those they encounter in helping others.

Special Features of the Natural Helpers Program

The Natural Helpers program was designed to build on the strengths of past experiments with peer counseling programs. Some of the effective and innovative features of the Natural Helpers program include:

- It uses a survey to identify Natural Helpers, thus assuring that the students and staff who are selected are already viewed by their peers as trustworthy people.
- It capitalizes on the existing peer network in the school by increasing the knowledge and skills of those people most often used as sources for help.
- It can result in students better utilizing professional help available both in school and in the community. Natural Helpers receive training in how to make a referral to appropriate community resources; they provide a link between their peers and professional help.
- It focuses on specific issues of student concern as identified by the survey. Natural Helpers receive special training on problems frequently mentioned in survey results.
- It reduces feelings of alienation by providing easy access to helpers who share similar values. The program contributes to a positive school climate by bringing together representatives of different factions within the school and helping them see their similarities. It also allows students and staff to see each other as human beings instead of in "we" and "they" terms.
- It is a flexible program which can be tailored to meet the needs and budget of each school and the particular strengths and interests of participating Natural Helpers.

Natural Helpers' Roles

Unlike many peer programs which typically utilize young people in a single capacity—as tutors or leaders of rap groups—Natural Helpers select their own roles after they are trained. They are encouraged to select activities and roles which are the most comfortable for them. Some of the typical ways Natural Helpers have been utilized in the school districts which have implemented the program are:

- *Natural Helpers become more aware of people around them and reach out more often to help others outside of their own friends.* For example, Lisa is more aware of quiet people and loners. She approaches students who look concerned and asks, "Is everything OK? You seem worried today." Bob thinks he has become a friendlier person after training. He says, "Hi. How's it going?" to more people in the hall and is ready to listen to the answer.

- *Natural Helpers are more aware of the seriousness of some problems and how to make referrals.* For example, Jerry knew his friend had been heavily involved with drugs over the last year. During the Natural Helpers training, Jerry realized he couldn't provide all the help that was needed. He said, "I want her to talk to somebody who can help her. She needs a counselor who has the training to help her get totally off drugs, not just a friend." Jerry helped her make an appointment with a counselor at the Youth Service Center. Leslie, another Natural Helper, recognized that another student might really be serious about suicide. She went to the school nurse to discuss the situation. Together they intervened and got the student to a local Crisis Clinic counselor.
- *Natural Helpers get involved in projects to improve the school climate.* For example, at Mercer Island High School, the Natural Helpers had a Hug Day. They handed out "hug passes" and gave people hugs to create a friendlier atmosphere and cut through some of the cliques and isolation. At Sumner High School, Natural Helpers decorated halls for major holidays and invited others to join them in generating school spirit. They also wrote a "Dear Abby" type column in the school newspaper so that problems could be discussed anonymously.
- *Natural Helpers assist in leading rap groups and drop-in centers.* For example, at one high school, special discussion groups were offered for staff and students to share their feelings after several student deaths had occurred. Natural Helpers acted as co-facilitators of the small groups. Another school operates weekly rap groups in the evening, at which students can come and share their feelings and problems. Some of the groups are open to whatever topic is of greatest interest to those who come. Other groups focus on a specific, predetermined problem, such as addictions.
- *Natural Helpers make themselves available to teachers and counselors for special assignments.* Mrs. Burn has a list of Natural Helpers. When a new student enters the high school mid-semester, she can match him/her up with a Natural Helper to introduce the new person and help him/her get comfortable in the school. Mrs. Burn also uses Natural Helpers to provide support to and monitor behavioral contracts with students who are working on specific problems. Mr. Lanes, a special education teacher, uses Natural Helpers as special friends for his students. The Natural Helper has lunch with the special needs student and provides friendship and help. Several teachers have used Natural Helpers to deal with students in crisis. One asked a Natural Helper to talk with a girl who ran hysterically into the restroom after learning she was not selected for a part in the school play.
- *Natural Helpers serve on student panels in the community.* For example, a school district which was training its teachers to use a drug education curriculum asked a group of Natural Helpers from the high school to come to their program and talk about drug use as they see it among their peers. Another group was asked by a health clinic to serve on a panel discussing the concerns of adolescents. Junior high counselors have also had Natural Helpers come to their schools to talk with ninth graders about life in high school.

Selecting Natural Helpers

The effectiveness of other programs which utilize peers has often been constrained because participating students were volunteers or were selected through faculty recommendations. In many cases, participating peers represented only a minority of the student groups within a school and were not trusted by others.

Natural Helpers are selected through an anonymous schoolwide survey conducted once a year. Separate surveys are conducted of students and school staff to identify student and adult Natural Helpers. This selection process has a number of advantages. It makes it possible: 1) to identify individuals from all segments of the school population who are already helping others; 2) to identify the qualities which people look for in selecting a helper; and 3) to identify major problem areas and concerns faced by students in the school.

Schoolwide Survey. Two survey forms are used—one for students and one for school staff. For ease of scoring, the surveys can be used with a computerized answer sheet—except for the list of personal names which must be hand tabulated.

To assure schoolwide representation, it is essential to survey *all* staff (including teachers, administrators, secretaries, aides, kitchen workers, etc.), and all students (including independent study and alternative school students) on the same day and at the same time. This requires the careful coordination of schedules and materials. Program planners need to decide such issues as the best time of year in which to survey; the class period when most students are in school; the number of forms which will be needed; the process and individuals involved in distributing and collecting the surveys so that all are completed at the same time; and instructions to the faculty about the procedure for conducting the survey.

After the survey has been conducted, it must be tabulated and a list of staff and students identified as helpers must be compiled. The tabulation process takes approximately 5 hours, depending upon the number of people involved and the size of the school population. It is important that all survey results be kept confidential.

Selection Process. The selection of Natural Helpers should be made by an Advisory Committee for the Natural Helpers program. The Advisory Committee should consist of 10–14 people who are involved in planning, implementing, and monitoring the Natural Helpers program on an ongoing basis. The Advisory Committee should typically consist of: a school administrator; a counselor; a nurse; two–three faculty members familiar with students from each school grade level; two parents; two–three students representing each grade; and a representative of a community agency which provides services to school-age students.

The total number of Natural Helpers selected should be based upon the budget available for the program and the amount of time which the in-school coordinator for the program can devote to program activities. In general, approximately five-sixths of the Natural Helpers should be students and one-sixth should be drawn from school staff. In selecting student Natural Helpers, the criteria which are typically used include: 1) achieving a balance of males and females; 2) achieving a balance of each high school class; and 3) achieving a balance of subgroups within the school (jocks, musicians, thespians, "hoods," student leaders, intellectuals). Some students who represent small subgroups should be selected even though their names may not appear as often on the surveys as others, due to the size of their subgroup.

In selecting staff to serve as Natural Helpers, the criteria which are typically used include: 1) achieving a balance of males and females; 2) achieving a balance of different subject areas; 3) achieving a balance of exposure to students in different grades; 4) total time available to students within the building (full-time staff should have preference over part-time); 5) previous training in helping skills; and 6) the likelihood that they will return to school next year.

When the selection process is completed, the in-school coordinator for the Natural Helpers program mails letters to the selected participants explaining the program and inviting them to the Natural Helpers and to attend an orientation meeting.

Orientation Meeting. An evening orientation meeting is held for staff, students, and parents of students invited to participate as Natural Helpers. The purpose of the meeting is to provide additional information about the Natural Helpers program so that the people who have been invited to participate can decide if they are willing to make the commitment. A typical agenda for the orientation meeting is:

- Welcome and introductions
- Explanation of the Natural Helpers concept and program objectives
- Survey process and results
- Overview of training program—dates, location, content, cost (if any)
- Commitment forms for program participants
- Questions and Answers

The in-school coordinator also contacts students and staff who were invited to participate as Natural Helpers but who do not attend the orientation meeting. This contact is to assure that they received the letter inviting them and that they definitely do not wish to participate. The coordinator is also responsible for insuring that parent permission slips have been signed for all students who have agreed to participate as Natural Helpers.

Training Natural Helpers

All Natural Helpers receive 30 hours of training. The training involves: 1) a 2½-day retreat at a site away from the school, and 2) four follow-up training sessions of 2 hours each conducted at the school. A maximum of 40 Natural Helpers are trained at a given time.

The training objectives for Natural Helpers include: 1) to get acquainted and establish trust; 2) to define the elements of a healthy helping relationship; 3) to improve communications skills; 4) to become familiar with the decisionmaking process and how to use it in a helping relationship; 5) to recognize one's strengths and limits as a helper and methods of referring troubled people to other resources when necessary; 6) to learn how to use helping skills in a school setting; and 7) to gain information about handling specific problems of concern to students as identified through the schoolwide survey.

Beginning the training with a retreat is important because it allows participants to concentrate on the information being provided and—for a time—to divorce themselves from their school and home responsibilities and whatever feelings or attitudes they produce. Everyone is on an equal basis and can begin to establish trust and relate to each other as friends and helpers. The retreat format also provides greater continuity than once a week or all-day training sessions, since most of the skills taught in the training build upon one another. By talking, eating, learning, sharing, and playing together, the Natural Helpers build a close and trusting relationship with each other and thus increase the effectiveness of the training. If an overnight retreat is not possible, other options include Saturday sessions, after-school sessions in 4-hour blocks, and a weekend mini-retreat at school with participants returning home at night.

Selecting Trainers. The number of trainers required depends upon the number of Natural Helpers who are participating in a given training session. In general, approximately 5 trainers are needed for 35 participants. A single person should coordinate the training staff and insure that there is a balance of male and female trainers at the retreat to provide adequate dorm supervision and serve as role models. All trainers should be skilled in group process, communication skills, decisionmaking, helping relationships, and referral to community resource agencies. For the four follow-up school sessions, trainers need to be knowledgeable about relationships and self-esteem.

Trainers can be drawn from either school personnel or representatives of community agencies who are willing to donate their time as trainers or to charge a nominal fee. Possible trainers may be drawn from:

- *Your school*—teachers, counselors, nurses, psychologists, or others who already teach communication skills and decisionmaking. Students and staff who were trained in previous years or in other school districts can also serve as trainers.
- *Your community*—community agencies (such as youth service bureaus, community mental health agencies, community alcohol centers, and private counseling services) often have staff who are familiar with referral, resources, and helping relationships. They may also be able to provide speakers in specific content areas such as drugs, self-esteem, etc.

Training Retreat. The 2½-day retreat should be conducted at an appropriate site. Camps (scout, church, private) are often ideal. The site selected should provide a warm, comfortable environment with good food; a location far enough from school to discourage people from coming and going but not so far that time is wasted on travel; flexible meeting space for large- and small-group work and physical activity; ample dorm facilities to permit separating males and females (dorm-type rooms are preferred over individual rooms since they facilitate getting acquainted); indoor and outdoor recreational activities for free time; and be reasonably priced.

Training Content. Major subjects covered at the 2½-day training retreat are helping relationships, communication and decisionmaking skills, resources, and referrals. The content of each major training activity is summarized below. (training activity descriptions, drawn from the Natural Helpers training manual, are included in the Resource Pages at the end of this chapter.)

Friday	*Getting Acquainted* (1½ hours)	Participants are introduced to each other and the retreat setting. Camp rules and the agenda for the weekend are explained. Participants are involved in four get-acquainted activities which combine both large-group interaction and sharing with a partner. Participants and trainers get to know each other, and an atmosphere of acceptance is created to encourage everyone to feel relaxed, be themselves, and work together.
	Helping Relationships (1½ hours)	This session explores what is and is not involved in a helping relationship. The importance of knowing oneself and building trust with others in order to be an effective helper is stressed. Through large-group discussions and two "trust" activities, participants learn the characteristics of a helping relationship.
	Group Activities (2 hours)	This session provides a variety of recreational activities for participants to try either on their own or with others. This is unstructured time to allow the Natural Helpers to relax after a full day, as well as to build relationships in an informal setting. Activities offered include such things as: 1) an art project (finger painting, painting a t-shirt, coloring book, block building, building towers out of straw), 2) records and taped music or singing with students who brought musical instruments, 3) a library to review books on topics of interest to helpers, or 4) movies for humor and/or discussion. Some participants may choose to just talk, go for a walk, or go to sleep. This is a flexible period of time and can be adapted to include whatever the trainers can create. Snacks and bedtime follow this activity.
Saturday	*Communication Skills* (3 hours)	This session focuses on the development of effective communication skills to facilitate the role of a helper. Through large and small group interaction and experimental activities, the participants learn to recognize roadblocks to communication and to utilize reflective listening techniques. Role-playing and small-group practice sessions reinforce the new skills.
	Decisionmaking (3½ hours)	This session helps the participants to understand the decisionmaking process and be able to use it in a helping relationship. Through lecture, individual, and group activities utilizing an eight-step approach to decisionmaking, the Natural Helpers are given the opportunity to practice the process on a personal problem of their choice. Participants also practice using the decisionmaking process in a helping

		relationship, utilizing the communication skills taught earlier in the day.
	Sharing Time (approximately 2 hours)	The purpose of this session is to allow participants to share themselves through something special they have brought from home (photographs, poems, toys, musical instruments, etc.). Initially, each person has 2–5 minutes to share with the group. Each person is asked to first say something about themself that they like, and then discuss their special object. This activity brings the group closer together by creating increased understanding and support for each other.
Sunday	*Knowing Your Limits* (3 hours)	This session helps participants increase their awareness of factors which could limit their effectiveness in assisting others. Evaluating the seriousness of a problem and knowing how, when, and where to refer people for more help are stressed. The influence of personal values, time, energy, and personal problems are also discussed. Through role play, the participants practice how they would handle different situations, utilizing the communication and decisionmaking skills learned the previous day. The Natural Helpers are encouraged to recognize their limitations and to refer situations to other people as needed without feeling guilty, put upon, or overwhelmed.
	What's Next? (30 minutes)	The session gives the Natural Helpers an opportunity to select the topics to be covered in the four follow-up training sessions at school and to choose the time and days when they will meet. The Natural Helpers brainstorm other activities or roles they would like to assume within their school setting and evaluate the weekend retreat.
	Closure Activity (2 hours)	The final session helps participants make the transition from the intensive 2½-day retreat to their homes and school. The group discusses mood changes and situations as they say goodbye and readjust to their regular routines at home and school. A personal scroll with positive comments about them is written for each participant to keep as a momento of the weekend. Final cleanup and goodbyes end the retreat.

Follow-Up Training. Four 2-hour weekly follow-up training sessions are held at school after the retreat. These training sessions may take place after school or in the evening. Training topics focus on the most prevalent problem areas which were identified through the schoolwide survey. In each session, a speaker presents background information on a given problem area, leaving 20–30 minutes for questions and follow-up discussion. The Natural Helpers role-play helping people in similar situations. Both special speakers and the Natural Helpers trainers are available to participate and suggest additional referral resources. Natural Helpers are also encouraged to think about optional types of involvement for helpers and to pick a role with which they are comfortable.

In-School Coordinator

The Natural Helpers program is supervised by an in-school coordinator. Ideally, the coordinator should be selected early in the planning process by the school principal or by the Advisory Committee. The in-school coordinator oversees the entire Natural Helpers program, beginning with the schoolwide survey. He/she should plan and coordinate the training and lead the follow-up sessions for all program participants.

It is essential that the Natural Helpers coordinator be drawn from inside the school, rather than from an outside agency, since he/she must be available on a regular basis to provide support to individual Natural Helpers and the people they are assisting. Since the coordinator plays a vital role in any Natural Helpers program, it is essential to choose a coordinator carefully. Criteria which should be used in selecting a coordinator include:

- Ability to relate well to students and staff
- Enthusiasm about the Natural Helpers concept and program objectives
- Counseling skills and familiarity with school and community resources
- Organizational skills
- Knowledge in at least some of the major areas of concern listed on the student survey and a willingness to learn more
- Availability during most of the school day to assist Natural Helpers
- Ability to occasionally work in the evenings or on weekends to conduct training sessions and special Natural Helpers projects

In general, a school counselor, nurse, or other support staff is more effective as a coordinator than a classroom teacher who must spend most of the day teaching and is therefore less available to provide backup assistance. The coordinator may need to be compensated either in salary or in time for the extra work he/she does. In some districts, this can be accomplished through supplementary contracts, such as those offered coaches and club advisors.

Program Maintenance

Following training, some Natural Helpers will melt back into the student body and help their own friends as they did before, but with new skills and insights. Others are more interested in participating in such ongoing activities as rap groups and developing new student programs. Both formal and informal activities are provided to maintain the Natural Helpers program.

Formal activities include monthly meetings of the entire Natural Helpers group, additional training, and meetings on special projects. The monthly meeting of Natural Helpers provides a chance for them to share their successes and problems in whatever roles they've chosen for themselves. The Natural Helpers also provide written data on their helping relationships by completing the following feedback card.

Sample Feedback Card

Month ____________________

How many people have you helped this month? ____________________

How many deal with a problem? __________ Crisis? __________ Emergency? __________

What problem areas have you had to deal with?

Achieving in school ____________________

Depression ____________________

Drug/alcohol ____________________

Family relationships ____________________

Loneliness ____________________

Academic help ____________________

Career or college choice ____________________

Relationships with friend ____________________

Sexuality ____________________

Stress ____________________

Weight control ____________________

Other ____________________

Other activities as a Natural Helper: (rap groups, new students, etc.):

____

How are you feeling as a Natural Helper?

Whenever possible, monthly Natural Helpers meetings are conducted during the school day. The in-school coordinator is responsible for organizing each monthly meeting and for arranging speakers and materials needed by the group. Additional informal meetings may also be organized for those Natural Helpers involved in special programs, such as rap groups or new student orientation programs.

Program Evaluation

There are a number of ways to evaluate the effectiveness of a Natural Helpers program. Evaluation techniques include:

- Subjective evaluation, using open-ended questions and rating scales can be used to evaluate the weekend and follow-up training sessions.
- Statistics about the number of people helped and the kinds of problems can be compiled from the monthly feedback cards.
- Anecdotes from parents, staff, and students can be collected from interviews, questionnaires, and spoken or written comments.
- Surveys can be used to determine how the student body perceives the Natural Helpers program.
- Pre- and post-tests can evaluate changes in Natural Helpers' knowledge and skills, using paper and pencil tests, videotape, and/or audiotape.

Getting Started in Your School

If you are interested in starting a Natural Helpers program in your school, you should probably begin by talking with your district and school administrators about the program. A number of typical questions and answers about the Natural Helpers program have been provided in Resource Page. They can help you consider the program in a systematic way.

Schools which are interested in organizing a Natural Helpers program should be willing to make at least the following commitments:

- Select an in-school coordinator (who is paid a stipend) who has the enthusiasm, time, and skills to provide leadership and support for Natural Helpers.
- Provide in-school time (at least 1 hour a month) for Natural Helpers to meet, and provide an appropriate meeting space.
- Determine what role(s) Natural Helpers will take in the school and how they will fit in with existing support services (counselors, etc.).
- Provide an adequate budget so that Natural Helpers do not need to put their major emphasis on money-making projects.
- Agree to maintain the program on an ongoing basis for at least a 2-year trial period so that it can establish itself.

In considering the cost of a Natural Helpers program, you should estimate that it will take approximately $3,000 a year to conduct the in-school survey and to train and coordinate Natural Helpers. If outside consultants and trainers need to be paid, this amount will increase slightly. Schools which have implemented a Natural Helpers program have typically generated funds from such sources as: student body funds; district funds; fundraisers (car wash, bake sale); parents/faculty clubs; special grants (foundations); and donations from the community (individuals, organizations, businesses, clubs).

Organizing a Natural Helpers Program. If you decide you want to start a Natural Helpers program, you should first begin by organizing an Advisory Committee to plan and implement the program. An Advisory Committee should consist of approximately 10–14 people, including the principal, school counselors or nurses, faculty members, parents, students, and representatives of community agencies. The Advisory Committee should set specific goals and objectives for your Natural Helpers program and should agree in advance about program procedures and operations. You will also need to select an in-school coordinator for the Natural Helpers program early in your planning process.

A detailed manual on organizing and implementing a Natural Helpers program is available from the Comprehensive Health Education Foundation (CHEF), 20814 Pacific Highway South, Seattle, WA 98188, (206) 824-2907. The manual is titled: "Natural Helpers," and costs $25.00. It provides detailed advice about organizing the program and all the materials needed to train Natural Helpers.

In addition, you may want to talk to individuals who have trained Natural Helpers, served as in-school coordinators, or actually participated as Natural Helpers. They can be reached through Roberts and Associates at: (206) 932-8409.

The Student Assistance Program

Program Overview

The Student Assistance Program, which was developed in Westchester County, New York, utilizes a different approach to early intervention. Based on an employee assistance program model, the Student Assistance Program uses professional counselors to provide alcohol and drug abuse intervention and prevention services for high school students who: 1) have alcoholic parents, 2) have been abusing alcohol or drugs, and/or 3) exhibit behavioral and academic problems or are experiencing stress that could be related to parental or student substance abuse.

Initially implemented in 6 high schools through funding provided by the New York Division of Alcoholism and Alcohol Abuse, the Student Assistance Program had been implemented in 22 schools as of September, 1982.

The Student Assistance Program provides four types of early intervention. They include:

1) *Group counseling sessions for students with alcoholic parents.* These group sessions are designed to help students better understand and cope with their drinking parent and the resulting stresses in their own lives. Since children of alcoholic parents are at special risk of developing substance abuse problems, this element of the program focuses on increased self-esteem and improved academic, behavioral, social, and emotional functioning.
2) *Individual, family, or group counseling services for students who are using alcohol or drugs dysfunctionally.* These counseling services are provided by the student assistance counselor working in the schools. Students needing treatment are referred to a community treatment program.
3) *Counseling services for students who exhibit poor school performance.* These students are not known to be using alcohol or drugs dysfunctionally and are not known to have alcoholic parents but exhibit school performance problems. This includes decreased academic performance, increased class cutting, behavioral problems, increased truancy, not completing work assignments, or other behavior that concerns school personnel (e.g., social isolation, chronic sleepiness).
4) *Working with parent and community groups to develop different ways of handling problems related to adolescent alcohol and drug abuse.* Staff of the Student Assistance Program also meet with parent groups and such community members as clergy, police, and/or recreation personnel to develop better ways of preventing adolescent substance abuse and dealing with alcohol and drug abusing young people.

Program Organization

The Student Assistance Program provides services through trained counselors who are employees of the Westchester County Department of Community Mental Health. Student assistance counselors usually work full-time in the schools. However, schools with less than 500 students may have a part-time counselor.

The organizational structure of the Student Assistance Program represents a response to a number of serious problems which have constrained the provision of early intervention services in other communities. These constraints include:

- *Confidentiality.* New York state law requires all school records to be open to parental review. This requirement—and similar requirements in other States—often makes it difficult to assure the confidentiality which is vital to an early intervention program. As a result, the Student Assistance Program utilizes counselors who are not school employees. They maintain no official school records of student contacts, since the counselor/student interactions are not for the purposes of making education plans for the student. Any clinical notations made are the personal property of the counselor, and thus counselor/student contacts can be kept confidential.
- *Parental consent.* New York state law requires parental consent for treatment purposes. However, the Student Assistance Program is defined as an educational and motivational counseling program and is therefore not a treatment program. As a result, no prior parental consent for participation is required. The school does notify parents about the existence of the program, and counselors involve parents in problem solving, if the student agrees.
- *Guidance counselors.* The use of school guidance counselors to provide counseling on drug- and alcohol-related issues is often unsatisfactory, for several reasons: 1) since guidance counselors typically write student letters of recommendation to colleges and employers, students are reluctant to discuss personal difficulties with them; 2) guidance counselors typically relate closely to parents and other teachers, and students often have a hard time trusting that their discussions will be kept confidential; and 3) some States require that guidance counselor records be open to parents, making it difficult for them to maintain confidentiality in problem-solving situations.

The Student Assistance Program in Westchester County has avoided these constraints by having the student assistance counselors work for the County Department of Community Mental Health. This eliminates the need for prior parental consent, insures confidentiality, and provides professional counselors who are specially trained in working with young people who are experiencing stress.

School Participation in the Student Assistance Program

Since the Student Assistance Program is an in-school program conducted by a community mental health agency, it is vital that it be grounded on a clear understanding of how participating schools will support the program. During the development of each Student Assistance Program, the project director (an employee of the local community mental health agency) meets with the school principal and the superintendent of the school district. The objectives of the program are reviewed and the participating school, principal, and school district superintendent agree on the objectives and procedures of the program. Each participating school agrees to accept the following responsibilities:

- Office space with a telephone, a locked desk, and a file cabinet are provided for the student assistance counselor.
- A written policy statement describing the Student Assistance Program is distributed to high school students and parents during or before the first week of each school year.
- A mandatory faculty meeting explaining the program is held within the first month of the new school year.
- The school agrees to provide information regarding attendance and grades of participating students for purposes of evaluation.
- The school agrees to release students from class to participate in rotating group counseling sessions.
- The school agrees to comply with the confidentiality requirements of the program.
- The school agrees not to reduce any existing pupil personnel services without a corresponding decrease in student enrollment while the school is participating in the Student Assistance Program.

The agreement to release students from classes is often controversial for both teachers and parents. The Student Assistance Program diminishes the negative impact of release time by rotating the time of group meetings so that each week the student misses a different class. Individual counseling sessions are also scheduled for students' free periods. In addition, if a teacher complains about a student missing his or her class, the counselor seeks to reschedule the student's appointments.

Selecting Student Assistance Counselors

Since they are employees of an outside agency, the relationship between the student assistance counselor and the school principal is key to the success of the program. For this reason, both the project director for the Student Assistance Program and each participating school principal have equal power to hire/fire each student assistance counselor. This insures that a student assistance counselor is accountable both to the community mental health agency which employs her/him and to the schools within which he/she is based.

The project director for the Student Assistance Program interviews applicants for each counselor position and selects the five most likely candidates. These candidates are then interviewed by the principal, who makes the final hiring decision.

Explicit criteria are utilized in the selection of each student assistance counselor. Requirements include:

- The student assistance counselor must be knowledgeable about adolescent development, methods to engage and sustain adolescents in counseling, and available community resources. He/she must be able to work effectively with others in a counseling relationship and relate well to school staff.
- The counselor must have a Masters degree in counseling, psychology, or social work and the equivalent of 2 years of full-time post-Masters experience, which has included work with adolescents.

A more detailed description of the qualifications and duties of the student assistance counselor is included on pages ???—???.

The selection process for each counselor involves an oral interview which involves answering clinical questions and role-playing situations which may arise in the treatment of adolescents.

Training Counselors

All student assistance counselors participate in 3-weeks of intensive training prior to their placement in the schools. Following this training, they meet once a week for 1½ hours of individual supervision and twice a month in staff meetings which address both administrative issues and common problems which surface during counseling activities.

The initial 3-week training program includes the following topics:

- the medical, psychological, social, and cultural aspects of alcohol and drug abuse;
- special issues related to alcohol abuse, such as child abuse, depression, and the risk of suicide;
- children of alcoholic parents;
- working with adolescents;
- confidentiality, statistical record keeping, and generating referrals;
- public speaking skills;
- strategies for implementing the Student Assistance Program in the school.

Training is conducted by the Student Assistance Program project director and outside consultants from community agencies. Student assistance counselors visit community treatment programs as part of their training and develop a working relationship with agency staff to facilitate later referral of students needing outside assistance.

Student Referrals

Students are referred to the Student Assistance Program through one of three ways: 1) confidential referral, 2) self-referral, and 3) mandatory referral.

Confidential Referral. Any student or adult within or outside of the school can make a confidential referral to the Student Assistance program. Students and school staff are urged to make confidential referrals in any case in which they think a student has a problem. The student assistance counselor calls in a student who is confidentially referred without revealing the source of the referral. In general, as the Student Assistance Program gains credibility and becomes accepted within a school, confidential referrals decrease as students and staff are more willing to tell the student involved that they are referring his/her name to the Student Assistance Program.

Self-Referral. Any student within the school can enter the Student Assistance Program through a self-referral. Students are encouraged to talk to the student assistance counselors not only if they are having alcohol or drug problems, but also if they are experiencing any other type of problem for which they would like some help.

Mandatory Referral. Students enter the program on a mandatory basis if they are found under the influence of alcohol or drugs on the school grounds. For the first incident, the student is required to see the student assistance counselor for one to three counseling sessions in order to identify possible problems which led to the substance use and to seek assistance in addressing those problems. If the student is high or drunk a second time, a longer term counseling program is mandated. A third incident results in the automatic suspension of the student. Suspended students, together with their parents, must meet with the student assistance counselor prior to the student's reinstatement.

The success of the Student Assistance Program in encouraging voluntary self-referrals is largely dependent upon the visibility and credibility which the program has in the eyes of key faculty, staff, and students themselves. The student assistance counselors hold frequent meetings with key school administrative staff (e.g., assistant principal, deans, staff responsible for discipline, guidance counselors and other pupil personnel staff). In part, these meetings are used to distinguish the role of the student assistance counselor from the roles of other staff responsible for working with students. Informal meetings are also held with faculty members to solicit their perceptions about drug and alcohol issues within the school and methods of reaching troubled students. Counselors are encouraged to become visible to the whole school, spending time in the lunchrooms, faculty lounges, and hallways. They typically attend faculty meetings and departmental meetings throughout the year to encourage dialogue between teachers and counselors. The student assistance counselors also meet individually with new teachers to explain the purposes of the program and to solicit their participation.

It is also important for student assistance counselors to clarify their roles to students. When a Student Assistance Program starts, it is often common for students to classify the counselor as a "narc" or "disciplinary figure" whose goal is to ruin their fun. To build credibility with students, student assistance counselors make brief, 10-minute presentations to classes, which stress what the program is for and how confidentiality is protected. These class presentations are used to emphasize that the counselors are available for personal crises, including boyfriend/girlfriend problems, fights with parents, and generally feeling down, as well as drug and alcohol issues.

Counselors go out of their way to be seen in the halls with all types of students (e.g., "freaks," "brains," "jocks") as well as with "cool" teachers and staff. Counselors also frequent teenage hangouts inside and outside the building as well as sports events, plays, student council meetings, etc.

Finally, counselors maintain program visibility within the community. They make presentations to the PTA, youth serving agencies, the local clergy, and other groups to explain the purpose of the program and to develop referral networks.

Counseling Activities

The primary method of providing assistance to students participating in the program is through counseling groups. However, student assistance counselors also see students on an individual basis when they are not ready for group interaction or when there are not enough students with the same type of problem to constitute a group. Typically, a group consists of six–eight students. Students are seen individually before their first group sessions. The counselor determines the student's needs and the possibility for successful group participation.

The duration, composition, and style of the groups are determined by the counselor in each school and are modified according to the students' needs. The general goal of all groups is to help students reduce their alcohol or drug use and increase their self-esteem through a better understanding of themselves and the particular problems they face; and to improve their functioning in school and with peers and family members. Groups typically meet for 8–10 weeks, and students can elect to recontract for another group series. A variety of types of groups are conducted during the school year, including groups of students involved in alcohol and drug abuse, children of alcoholic families, senior groups, newcomer groups, short-term crisis groups, and parental conflict groups. Groups held for seniors, newcomers, students in crisis, and students experiencing parental conflict are formed as preventive groups to deal with the stresses students experience in these areas and to help them find ways of coping without resorting to alcohol and/or drugs. They are also a useful way of involving students who are having alcohol or drug problems but who will not come to groups formed explicitly to deal with those problems. Membership in the groups is closed after the first three sessions.

During the process of working with students, the counselors make decisions about involving parents and making referrals for additional services. Student assistance counselors attempt to involve parents whenever possible, but only if the student gives his/her approval. Parents must always be involved if the student has been mandated to see the counselor because of being drunk or high on the school grounds, or if the student is judged to be suicidal. Student assistance counselors also conduct family sessions for no more than three meetings in order to gather information, assist in problem identification, and to assist the family in locating community resources for ongoing help.

Referrals to community treatment agencies or private practitioners are made when intensive treatment is warranted. These referrals are made for both students and parents.

Program Evaluation

The Student Assistance Program was evaluated by outside consulting firms during its first 2 years of operations. During the first year, the evaluation showed a statistically significant improvement in school attendance for students with alcoholic parents who participated in the program. All participating students reported a greater decrease in substance use or abuse than members of a control group. However, only the treatment subgroup of substance abusing children of alcoholic parents showed statistically significant decreases in drinking, in the use of marijuana, being high at school, and the use of non-heroin narcotics.

The second year evaluation showed a statistically significant decline in all levels of substance use for students participating in the program. A decline in substance use was found in the control group as well.

Developing a Student Assistance Program

If your school district is interested in developing a Student Assistance Program, one of your most important decisions will be organizational. You will need to identify the degree to which the laws in your State permit counselors who are school employees to 1) maintain confidentiality and 2) avoid explicit parental consent prior to the provision of counseling services to students. If they don't, the Westchester County approach may meet your needs. By having counseling staff work for an outside community mental health agency, confidentiality and the avoidance of prior parental consent can be achieved.

The cost of developing a Student Assistance Program will depend to a large degree on the existing community rate for hiring skilled counselors as well as the number of hours which counselors are involved in the schools. In 1981, the Westchester County Student Assistance Program was implemented in six schools for approximately $220,000. Of this amount, an estimated $30,000 was allocated to the evaluation component, and approximately $40,000 for central administration. Each counselor cost an average of $23,000 a year. By prorating the cost of evaluation and administration over the six schools, the average cost for the program was $36,600 per school.

If you would like more information about the Westchester County Student Assistance Program, contact: Ellen Morehouse, Student Assistance Program Director, Westchester County Department of Community Mental Health, 234 County Office Building, 148 Martine Avenue, White Plains, NY 10602, (914) 682-2699.

OPINION SURVEY
(Students)

This survey affects you! Please take time to complete it carefully. Results from this survey will be used to select and train certain individuals within the high school to provide help to students who want it. What you write here is confidential and anonymous.

READ EACH QUESTION CAREFULLY: Responses must be written with a #2 pencil. Make sure you carefully and completely fill in the box for the response you want.

1. I am in grade: (A) 10 (B) 11 (C) 12
2. I am a: (A) Female (B) Male

IF THE RESPONSE APPLIES, FILL IN BOX A. IF THE RESPONSE DOES NOT APPLY, FILL IN BOX B.

If I have a problem I seek others to:

3. Help me understand my problem better (mark A if agree; mark B if disagree)
4. Give me suggestions about what to do (mark A if agree; mark B if disagree)
5. Tell me what I should do (mark A if agree; mark B if disagree)
6. Listen to my feelings in an understanding way (mark A if agree; mark B if disagree)

MARK BOX A FOR YOUR THREE (3) CHOICES.

The three major problems students in this school are likely to want help on are:

7. Achieving in school
8. Depression
9. Drug and alcohol use/abuse
10. Family relationships
11. Loneliness
12. Making a career or college choice
13. Relationships with friends
14. Sexuality
15. Stress
16. Weight Control

*** NAMES—IMPORTANT**

If I had a personal problem (for example, relationship with a friend or parent, drugs, loneliness) and wanted help, I would feel most comfortable talking with the following people at school:

Please list the names of students on the lines provided on the back of this card in section A.

Please list the names of staff on the lines provided in section B on the back of this card.

THANK YOU FOR YOUR HELP!!!

OPINION SURVEY
(Faculty)

We would appreciate your help in identifying people in your school who demonstrate the ability to help others. We are interested in a cross-section of people, not just the "stars or brains." Results of this survey will be used to offer training to selected individuals to increase the quality of help they can provide. Your answers are confidential and anonymous.

READ EACH QUESTION CAREFULLY: Responses must be written with a #2 pencil. Make sure you carefully and completely fill in the box for the response you want.

1. I am in grade: (A) 10 (B) 11 (C) 12
2. I am a: (A) Female (B) Male

IF THE RESPONSE APPLIES, FILL IN BOX A. IF THE RESPONSE DOES NOT APPLY, FILL IN BOX B.

If I have a problem I seek others to:

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4. Give me suggestions about what to do (mark A if agree; mark B if disagree)
5. Tell me what I should do (mark A if agree; mark B if disagree)
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Please list the names of students on the lines provided on the back of this card in section A.

Please list the names of staff on the lines provided in section B on the back of this card.

THANK YOU FOR YOUR HELP!!!

FRONT

SHEET # ____________

SCAN-TRON FORM 40-S

SURVEY ANSWER FORM
40 QUESTION –
5 CHOICE FORMAT

- MARK YOUR CHOICE WITH #2 PENCIL
- MATCH LETTERED CHOICE WITH CORRESPONDING LETTERED BOX
- EXAMPLE: 1 a b c d e

DO NOT MARK OR WRITE IN SHADED AREA

QUES #	RESPONSE
1	a b c d e
2	a b c d e
3	a b c d e
4	a b c d e
5	a b c d e
6	a b c d e
7	a b c d e
8	a b c d e
9	a b c d e
10	a b c d e

DO NOT MARK OR WRITE IN SHADED AREA

QUES #	RESPONSE
11	a b c d e
12	a b c d e
13	a b c d e
14	a b c d e
15	a b c d e
16	a b c d e
17	a b c d e
18	a b c d e
19	a b c d e
20	a b c d e

FRONT

BACK

QUES #
RESPONSE

21 a b c d e
22 a b c d e
23 a b c d e
24 a b c d e
25 a b c d e
26 a b c d e
27 a b c d e
28 a b c d e
29 a b c d e
30 a b c d e

DO NOT MARK OR WRITE IN SHADED AREA

Comments:

SECTION A STUDENT NAMES:

Last Name First Name

1.

2.

SECTION B STAFF NAMES

Last Name First Name

1.

2.

DO NOT MARK OR WRITE IN SHADED AREA

QUES #
RESPONSE

31 a b c d e
32 a b c d e
33 a b c d e
34 a b c d e
35 a b c d e
36 a b c d e
37 a b c d e
38 a b c d e
39 a b c d e
40 a b c d e

BACK

MERCER ISLAND HIGH SCHOOL

January 16, 1980

TO: Staff

FROM: Larry Smith, Principal

REGARDING: Administration of the Natural Helpers Program Survey

PLEASE ADMINISTER THESE SURVEYS TODAY (JANUARY 17) AT THE BEGINNING OF SECOND PERIOD. The yellow survey is for you to complete and the green survey is for the students.

Remember:

1. The classroom atmosphere is important. Please read attached student instructions aloud to the class before giving the survey.
2. Allow ten minutes for survey completion.
3. Have students fold their completed survey in half and put in the envelope provided.
4. Add your completed survey to the envelope.
5. Envelopes will be collected from each room before the end of second period today.

THANKS FOR YOUR COOPERATION!

Educational Service District No. 121
SEATTLE OFFICE: 1410 S. 200th. Seattle, WA. 98148 • (206) 242-9400

February 1, 1980

Dear

You are one of the people whose name was frequently listed on the recent student and staff Natural Helpers Survey at Mercer Island High School. You are someone to whom students feel they can turn for help with their academic and/or personal problems.

The survey indicated that students are coping with a variety of problems throughout high school. Knowing how to help, and when and where to refer someone are essential skills for an effective helper. If you agree to participate in the Natural Helper's program, you will receive some additional skills training and information on specific problems and resources. This training will occur during an intensive weekend session and several afterschool meetings.

Please come to the Natural Helpers Information Meeting on *Wednesday, February 13, 1980 at 7:30 p.m.* in the Mercer Island High School library. The purpose of the meeting is to provide you with additional information and answer your questions before you make a decision about your willingness to get involved. Parental permission is required for your participation in this program. We request that at least one parent attend this information meeting with you. Since final arrangements for training will be made based on the results of your decisions after this meeting, your presence is essential. We will assume if you don't attend, that you will not be participating in the program this year.

If you have any questions prior to the meeting, feel free to contact Jane Wilson at the R and R Place between 8:00 a.m. and 2:30 p.m. Her phone number is 232-1883.

Sincerely,

The Natural Helpers Advisory Committee

Jane Akita
Lois Buhman
Stephanie Finch
Carolyn Givan
Jackie Hallett
Bobbie Hanson

Jim Lang
Carol Mooney
Clay Roberts
Larry Smith
Jane White
Jane Wilson

Mercer Island Natural Helpers Project

Outline

The Natural Helpers Project is a cooperative effort among Mercer Island High School, ESD 121 and Mercer Island Youth Services. Funding will be provided by ESD 121, with leadership and staff supplied by the agencies previoiusly mentioned as well as by the Advisory Committee.

A. ***Goal:*** To implement a "Natural Helpers" program at Mercer Island Senior High on a pilot basis involving up to 20 students and five staff during second semester, 1980. The program purpose is to help meet the following needs:

1. To increase referrals to appropriate sources of students who have alcohol/drug problems themselves or are concerned about those problems in their families.
2. To reduce student stress levels by providing empathetic listeners for students with school or personal problems. The role of the listeners is to be supportive and to refer students who need more help to appropriate people.
3. To help new students make friends and feel part of the school.
4. To promote feelings of concern and warmth and positive climate among students and staff.

Natural Helper

What is the Role of the Natural Helper?

A natural helper is a person who cares about other people and talks with them about their thoughts and feelings. Through training in communication skills, decision-making, self-assessment and resources for help, natural helpers promote personal growth, development and decision-making through their helping relationships.

A Natural Helper Does:	**A Natural Helper Does Not:**
Facilitate TRUST, OPENNESS, COMFORT, EMPATHY	Dominate, preach, tell people what to do
Accept people as they are	Judge people, try to change them
Listen, clarify, help people see alternatives for decision-making	Give advice, offer solutions
Give support and encouragement to take positive action	"Rescue," do for a person what he/she should do independently
Validate people without being phony	Put people down
Respect confidentiality	Gissip about what was said in working with another person
Realize that not all problems can be solved and not all people want to be helped	Expect all problems to be resolved quickly and easily
Work with people who have normal developmental ("growing up") problems	Work with seriously disturbed people
Refer troubled student to a professional person: counselor, nurse, community agency	Attempt to provide services beyond what he/she is qualified to provide

Adapted from:

Myrick, *Caring & Sharing*
Center for Human Development, *Positive Peer-Power*

I give permission for my son/daughter, ____, *to participate in the Mercer Island Natural Helpers Program.*

I am aware that neither the Mercer Island School District, nor Educational Service District 121, nor Mercer Island Youth Services will be liable for any injury and/or accident which occurs while my son/daughter is involved in any activity related to or sponsored by the Natural Helpers Program.

____
Parent Signature

____
Date

Scavenger Hunt

This is a person to person scavenger hunt. Walk around and try to find someone in this group who matches each question. Have them sign their name on the line next to the question. This is your chance to get to know everyong here. Have fun!

1. Someone with the same color eyes as you. ____________________
2. Someone born in the same state as you. ____________________
3. Someone who lives in a house where no one smokes. ____________________
4. Someone who has the same astrological sign as you. ____________________
5. Someone who likes to sing in the shower. ____________________
6. Someone who has the same favorite dessert as you. ____________________
7. Someone who has lived outside of Washington state. ____________________
8. Someone who has 7 or more letters in their first name. ____________________
9. Someone who likes to exercise (what kind?) ____________________
10. Someone who watches less than five hours of TV per week. ____________________
11. Someone who can cross their eyes. ____________________
12. Someone who has been told in the last week that he/she is loved or is special. ____________________
13. Someone who feels it is okay to cry. ____________________
14. Someone who walks to school. ____________________
15. Someone who has 6 or more people in their family. ____________________
16. Someone who is the youngest in their family. ____________________
17. Someone who loves comic books. ____________________
18. Someone who would like to write a book. (about what?) ____________________
19. Someone who can speak two languages. (which ones?) ____________________
20. Someone who delivers newspapers. ____________________
21. Someone who has been hugged by a teacher. ____________________
22. Someone who has a pet. ____________________
23. Someone who has seen the same movie at least 3 times. ____________________
24. Someone who likes to cook. ____________________
25. Someone who loves to laugh. ____________________
26. Someone who is a Natural Helper! ____________________

Values

Sumner students have identified problems with relationships, drugs and alcohol, and achieving in school as some of their major concerns. These value statements may be useful to you in assessing your personal beliefs and how they might affect your role as a helper. This sheet is for your use only.

Use the columns on the left to indicate your belief at this time.

SA	A	N	D	SD
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

	SA	A	N	D	SD	
1.						A helper must keep all information confidential.
2.						Teachers should be concerned only with their subject and a student's performance in class.
3.						Running away from home is okay.
4.						Boys/men should not cry or express emotions.
5.						If there are children in the family, parents should not get a divorce.
6.						It's okay to lie to avoid hurting someone's feelings.
7.						A person in need is more important than your school schedule.
8.						It's real important to be popular at school.
9.						People under 18 are not mature enough to enter a sexual relationship.
10.						Sex should only happen between people who love each other.
11.						Birth control should be available to anyone who wants it without parental permission.
12.						Abortion is an acceptable consideration for an unwanted pregnancy.
13.						Homosexuals are sick people who need help.
14.						It's okay to openly discuss sex.
15.						Individuals who are raped contributed to the situation.
16.						It's normal to experience depression once in awhile.
17.						Suicide is immoral.
18.						Drug users are weak people.
19.						Any drug use is wrong.
20.						Chewing tobacco is okay.
21.						It's okay to experiment with drugs as long as you don't abuse them.
22.						Smoking cigarettes is okay.

	SA	A	N	D	SD	
23.						Smoking pot is less harmful than drinking alcohol.
24.						Quitting school is a possible solution to some students' problems.
25.						Finishing high school is more important than having/raising a child.
26.						A college education is essential to getting a good job.

Checklist for Communication Skills

No one is perfect. All of us are trying to improve our skills. The checklist is a way of helping us measure our progress.

I. Listener's Body Language

+

_____ uses affirmative head nods

_____ calm, yet expressive face

_____ direct eye contact

_____ body turned toward speaker

_____ comfortable spacial distance

–

_____ face rigid

_____ stares blankly

_____ looks away while others are talking

_____ extraneous face movements

_____ body too close or too far from speaker

II. Listener's Understanding of Talker's Message

_____ Ideas of talker identified accurately

_____ Feelings of talker identified accurately

III. Listener's Use of Active Listening Skills

+

_____ open questions

_____ clarifying

_____ reflecting

_____ understanding

_____ summarizing

–

_____ closes (yes/no) questions

_____ interpreting, analyzing

_____ giving advice

_____ judging, criticizing

_____ directing, ordering

DECISION-MAKING

1. IDENTIFY AND DEFINE THE PROBLEM OR DECISION.
2. GATHER INFORMATION.
3. BRAINSTORM ALTERNATIVES.
4. PREDICT CONSEQUENCES.
5. CHECK THE "FORGOTTEN FACTORS"
    - ATTITUDES, VALUES
    - FEELINGS, EMOTIONS
    - PRESSURES: PEER, ADVERTISING, FAMILY
    - RISK LEVELS
    - HABITS
6. CHOOSE AN ALTERNATIVE.
7. IDENTIFY AN ACTION PLAN.
8. ACT.
9. EVALUATE.

DECISIONS I MAKE

What's the Problem? Hmmm?

Information Needed

Alternative #1

Positive Consequences: +

Negative Consequences: −

OR

Alternative #2

Positive Consequences: +

Negative Consequences: −

OR

Alternative #3

Positive Consequences: +

Negative Consequences: −

Human Factors Influencing Me

My Choice

Natural Helpers
WEEKEND EVALUATION

1. How worthwhile was this training session?

1	2	3	4	5
worthless				very worthwhile

2. How helpful were these training sessions for you? Please circle your response:

	not helpful				very helpful
• Getting Acquainted	1	2	3	4	5
• Helping Relationships	1	2	3	4	5
• Communication Skills	1	2	3	4	5
• Self Awareness	1	2	3	4	5
• Decision Making/Problem Solving	1	2	3	4	5
• Knowing Your Limits	1	2	3	4	5

3. What did you like best about the weekend?

4. How was the weekend structured/organized?

1	2	3	4	5
awful				great

5. What areas were not covered that you would like to see covered in follow-up sessions?

6. Suggestions/comments/questions/jokes/etc.

7. How are you feeling about being a Natural Helper?

____
Name

OPTIONS FOR NATURAL HELPERS INVOLVEMENT

____ 1. Melt back into the student body.

____ 2. Work on committees or groups (big sisters, brothers, rap sessions, planning committees, etc.)

____ 3. Assist in the R and R place.

____ 4. Other (Please specify):

How should we publicize your availability as a natural helper?

____ 1. Article in the school newspaper.

____ 2. List in the counseling center.

____ 3. Name in the R and R place

____ posted

____ not posted

____ 4. Word of mouth.

____ 5. Helper box

____ 6. Other (Please specify):

TYPICAL QUESTIONS AND ANSWERS
THE "NATURAL HELPERS" PROGRAM

Who are the Natural Helpers? Natural Helpers are a cross-section of students and staff identified through a school-wide survey as people with whom it's comfortable to discuss personal problems. They are warm, supportive, trustworthy people who care about others and talk with them about their thoughts and problems. They are not professionally trained therapists or counselors.

What is the purpose of the program? The purpose of the Natural Helpers' program is to improve the health and well-being of young people through peer education and referral. By 1) identifying students and staff who are already seen by the student body as helpful people, and 2) providing them with some additional training, the program increases the likelihood that students will receive appropriate help with their problems. The result can be healthier students and staff with lower stress levels, a more positive school climate, and better utilization of school and community resources by those who need professional help.

How do you use Natural Helpers? Natural Helpers choose their own style, proactive, reactive or both. Reactive helpers function as listeners and helpers with their own friends. They also respond to requests to help other students made by counselors, youth services staff, teachers and administrators. Proactive helpers take on additional projects: they may serve on teen panels for school and community meetings, discussing topics pertaining to adolescents; sponsor speakers for the student body; lead rap groups for fellow students during and after school; write articles or write a "Dear Abby" type helping column for the school paper; decorate the school for holidays to improve the school climate; welcome new students and show them around the community and school; sponsor fun nights for students and parents to promote good health and positive attitudes.

What are the benefits of the Natural Helpers program? The program benefits the Helpers, the people they help, and the school. The Natural Helper grows in self-esteem just knowing he/she was selected by his/her peers. The training provides them with some additional insights about themselves as helpers and valuable skills in developing positive relationships with others including acceptance of different subgroups. The rest of the student body benefits as well from the development of a more positive school environment and from the help given by the Natural Helpers through one-to-one or group interactions. The Natural Helpers can also be a sounding board for the school, and along with student leadership, seek changes they feel will improve their school climate. The school benefits because students realize that the staff and administration and other students care enough about them to spend time working cooperatively on common problems and projects.

How is this program different from other peer programs? Peer programs vary greatly. Some of the key characteristics of this program are:

- Both students and staff are used as Natural Helpers.
- Participants are already perceived by their peers as helpful people.
- Natural Helpers are selected through a school-wide survey.
- Training takes place through a combination of a weekend retreat and after-school sessions.
- Natural Helpers choose their own roles based on their strengths, interests, time and needs of the school.

How do you make sure Natural Helpers are really seen as helpful people by their peers? An anonymous survey is conducted yearly, asking all students and staff to list the names of two students and two staff in the school with whom they would feel comfortable discussing a personal problem. The survey results are tabulated. Final selection of approximately 25 student and 5 staff participants is made by an Advisory Committee, making sure there is a balance among grade levels, sexes, and cliques. In a large school, it is not uncommon for many of the people selected as Natural Helpers not to know each other prior to training because their peer groups don't mix. However, it quickly becomes apparent in training that although they are very different people, they share common traits of being warm, supportive, trustworthy people, and good listeners.

Do Natural Helpers replace counselors? Definitely not. Students continue to use counselors as before. Natural Helpers try to reach those students and staff who would not likely turn to professional help by themselves or who are dealing with problems that are not too involved. The counselors are the primary person(s) to whom Natural Helpers turn when faced with a problem which they cannot handle.

Who provides the leadership? An inschool coordinator is responsible for program leadership and support. He/she is assisted by student coordinators elected by their peers. An Advisory Committee provides general guidance on policy and selection of participants.

What is involved in the training? The initial training takes about 20 hours followed by at least four 2-hour follow-up sessions. Additional informational meetings are set up depending upon the needs of Natural Helpers. The basic training involves communication and decision-making skills, self-esteem, community resources and Natural Helper roles. Follow-up sessions focus on the areas identified in the survey as major areas of student concern, such as drugs and alcohol, relationships with friends and family, and depression.

How much does the program cost? The cost varies depending upon the number of participants, the training mode, and the resources available in the community. In general, a 2½-day weekend retreat plus four follow-up sessions at school work best for creating "togetherness" and developing skills. The retreat represents most of the cost (see sample budget). In addition, other expenses include a stipend for the Program Coordinator, money for paying trainers, postage, paper, transportation, etc. An average cost (using volunteer trainers) is $3,000 to train about 35 students and staff. Cost for teacher release time, if needed, would be additional.

Are the problems too big for students? Before being selected as a Natural Helper, most participants are already helping others. They can do an excellent job of reflective listening, which is all that is needed in most cases. Some of the problems, such as suicide, are too big for anyone without professional training. During training sessions, Helpers learn to assess situations and to refer the more difficult problems to others. They also learn more about referral sources in their community. The in-school coordinator and school counselors are also available to provide support as needed.

How do you know it's effective? This is difficult to measure and still maintain confidentiality. Here are some comments about the program from Natural Helpers:

> "I have really learned a lot. Things seem a lot clearer to me about how to help someone. I realize the mistakes I have made in the past and can learn from them. I have really learned a lot about myself and other people and I think I have a better understanding of human feelings and love. I think Natural Helpers is the best thing that I've ever been a part of and I hope other people will benefit from it in the future as much as I have. Thanks!!!"

> "It has brought me closer not only to friends, but to others. I think that it is a really neat program and I've gotten to know a teacher a lot better and we have become friends because of it. Thanks!!!"

> "I still feel really honored. My training has really opened my eyes. I can pick up on 'negative vibes' and I know when someone's down. I'm a much better listener and have better responses. I also feel I'm more caring and accepting. I love it! Thanks for the chance."

> "Being a Natural Helper means knowing how to relate and respond to the problems people tell you about and the problems in your life. It's good to know you're in control of a situation and you can rely on your training to get you through. It also helps you attain confidence when you can help someone. You form new friendships . . . it's a worthwhile experience."

> "Natural Helpers is an ultimate experience in love."

Subjective evaluation forms were used to evaluate the training program, as well as an end-of-the year evaluation. Program ratings were extremely positive.

Anecdotes from staff and parents have shown that Natural Helpers have intervened and provided help in a number of serious situations, especially involving suicidal students. Natural Helpers have been sought out by students and staff alike. Parental response has been most positive. Some parents have stated that it is the best and most positive experience in which their child has been involved.

SAMPLE BUDGET FOR A NATURAL HELPERS PROGRAM

Housing and food for retreat: \$40 x 40 people (2 nights and 6 meals for 35 Natural Helpers and 5 trainers)	\$1,600
Transportation: 8 cars at \$25 each for 120 miles (depends upon location of retreat)	200
Materials (paper, hand-outs, training materals, etc.)	100
Postage	25
Trainers honoraria (if most of the trainers donate their time)	200
Computer cards and time (for survey analysis)	100
In-School Coordinator stipend	600
Snacks (if not volunteered) for after-school sessions	30
Miscellaneous	50
TOTAL	\$2,905

Other costs may include: teacher release time or compensation (if they participate in the training), special training for the program coordinator, training materials, and outside consultants and trainers.

SUGGESTED TIMELINE FOR ORGANIZING A NATURAL HELPERS PROGRAM

Lead Time to Training	Tasks	Person Responsible
3-6 months ahead	Gain approval of district/community	Principal
	Establish Advisory Committee for program support	Principal
	Select In-School Coordinator	Principal
3 months ahead	Develop survey form	Advisory Committee
	Establish criteria for selection of staff and students	Advisory Committee
	Establish date of survey	In-School Coordinator
	Start planning training sessions	Coordinator with Advisory Committee
	Orient faculty to program	Coordinator and Principal
2 months ahead	Conduct survey	Coordinator
	Compile survey	Coordinator and Advisory Committee
	Select participants	Advisory Committee
1 month ahead	Send letter to potential Natural Helpers and parents	Coordinator
	Hold orientation meeting	Coordinator and Advisory Committee
	Finalize training weekend	Coordinator and Advisory Committee
	WEEKEND RETREAT TRAINING	Coordinator and Trainers
The week after training	Hold get-together for all Natural Helpers	Coordinator and Trainers
2 weeks following	Four follow-up training sessions at school (2 hour each) (could be twice a month or weekly)	Coordinator
1-2 months following	Have Natural Helpers evaluate training thus far and decide what role(s) they wish to take	Coordinator
Each month	Provide ongoing support--meet monthly	Coordinator
End of school	Evaluations and changes for following year	Coordinator

STUDENT ASSISTANCE PROGRAM SUMMARY

Introduction

The Student Assistance Program has been designed to demonstrate to the participating high schools that this model enables a school to more effectively and efficiently carry out its function of educating students. The program will be considered effective and efficient if the following hypotheses are substantiated:

1. Providing supportive counseling services to students with alcoholic parents reduces absenteeism and alcohol and drug consumption while demonstrating improved academic performance.
2. Early detection and intervention with students who are abusing alcohol and drugs will reduce absenteeism, the self-reported amount and frequency of alcohol and/or drugs consumed, and improve academic performance.

Program Description

The Student Assistance Program provides alcohol and drug abuse intervention and prevention for high school students who have alcoholic parents, who have been abusing alcohol or drugs, and who have behavioral and academic problems. The services of the Student Assistance Program will be provided by Student Assistance Counselors (SACs). A Student Assistance Counselor will be assigned to each of the participating high schools in Westchester County. In some schools, the Student Assistance Counselor will supervise graduate student interns from graduate psychology, social work or counseling programs. Students will enter the Student Assistance Program through a referral process or be self-referred.

The Student Assistance Program will have four components:

1. The first component is supportive, educative group counseling sessions for students with alcoholic parents. These groups will help students better understand and cope with their drinking parent and the resulting stresses on their own lives. Increased self-esteem, and improved academic, behavioral, social and emotional functioning will result, hopefully lessening the chance that the student will turn to alcohol or drugs. Participation in this component is on a voluntary basis. Students can be referred by school personnel, peers, parents, or refer themselves. These groups will meet for a minimum of eight sessions and a maximum of twenty sessions and include 6-10 students. The size and duration of each group will be determined by the Student Assistance Counselor in each school. Membership in these groups will remain closed for the duration of the group. Therefore, it is anticipated that as students are referred over the year, new groups will form.

   The Student Assistance Counselor will follow a student individually until there are enough students to form a new group. Students in the group will be encouraged to try Alateen meetings. Upon completion of the group, students needing more intensive counseling services will be seen individually by the Student Assistance Counselor or referred to appropriate treatment agencies.

2. The second component will be directed at students who are using alcohol or drugs dysfunctionally. A written policy statement describing the program and the procedure involved will be sent to every student and their parents at the

beginning of the year. School personnel will receive an orientation to the program. The orientation will include training on how to identify a student who is intoxicated or "high" in class and how to proceed.

Students who are using alcohol or drugs dysfunctionally will receive individual, family, or group counseling, or be referred to a treatment program in the community. If a student appears "under the influence" of alcohol or a drug in class or on school grounds, s/he will be sent to the nurse's office. The nurse will examine the student, call the parent, notify the principal, and send the student home for the remainder of the day on medical grounds. When the student returns the next day, s/he will report to the nurse immediately and then report to the Student Assistance Counselor for one to three required sessions to determine if there are problems which led to the substance use and offer counseling or help in remedying the problem.

If a student appears "under the influence" a second time, the same procedure will be followed except the student will be required to see the Student Assistance Counselor. The Student Assistance Counselor will determine the number, frequency, and kinds of contacts with the student including meeting with the parent or referring the student to other services.

The third incident will result in notifying the school principal and automatic suspension will result. When the student returns, he/she will be required to be accompanied by parents and the parents will be required to meet with the Student Assistance Counselor. If the parent fails to meet with the Student Assistance Counselor, the school principal will take further appropriate action.

Students or parents requiring more intensive treatment will be referred to outside agencies but will be followed by the Student Assistance Counselor as well.

Any behavior requiring disciplinary action such as fighting, selling drugs, cutting class, in addition to intoxication, will be handled in the usual way by the school. Students who are using "hard drugs" will be referred to appropriate drug treatment agencies.

3. The third component will involve students who are not known to be using alcohol or drugs dysfunctionally, and are not known to have alcoholic parents, but show poor school performance. This can include decreased academic performance, increased class cutting or behavioral difficulties, increased truancy, not handing in assignments, or some other behavior that concerns school personnel, i.e., isolation, sleepiness, etc. These students will be referred to the Student Assistance Counselor for three sessions to determine if there is drug or alcohol involvement by the student or his parents, or a need for counseling services.

4. The fourth component will involve meeting with parent groups and community groups upon their request and with the permission of the principal to help parents and community members such as clergy, police, and recreation personnel develop a uniform way of handling problems related to adolescent alcohol and drug abuse.

In summary, Westchester County Department of Community Mental Health is interested in implementing a demonstration school-based alcohol and drug abuse prevention and intervention program to:

1. reduce the number of new cases of high school students whose alcohol and drug use causes them difficulty in basic parts of daily life;
2. reduce the number of high school students who are abusing alcohol and drugs; and
3. demonstrate to school districts that providing alcohol and drug abuse prevention and intervention services in the school is cost effective and enables the school to more effectively carry out its job of educating students.

In addition, we hope to demonstrate that the Employee Assistance Program model used in industry can be adapted to a high school student body to accomplish the above goals.

Outcome Evaluation

To insure objectivity and confidentiality and assess comparability with other programs. the outcome evaluation will be subcontracted to ________________. They have done numerous adolescent and prevention studies.

Objective 1: Students with Alcoholic Parents

As a result of the Student Assistance Program, non-alcohol and drug abusing children of alcoholic parents will:

a. increase their rates of school attendance
b. improve their academic performance
c. self-report a decrease in quantity and frequency of alcohol or drug use

Sampling: All participants in weekly group sessions or individual sessions who are children of alcoholic parents.

Methods:

1. **Attendance.** Obtain attendance records for all program participants for the year preceding the program. Determine attendance rate of participants. Obtain attendance rate of participants during program year. Compare the rates for the two years and compare with average attendance rate of school.
2. **Academic performance.** Obtain grade point average of participants during previous school year. Obtain grade point average of same students during program year. Compare the two sets of grade point averages of all participants and compare with control group.
3. **Self-report use and abuse of substances.** Administer a "coded" self-report instrument covering use and abuse of alcohol and drugs at the time of entry into the Student Assistance Program. Readminister at the end of program year. Compare the two instruments and compare with control group.

Objective 2: Students who are Abusing Alcohol or Other Substances

As a result of the Student Assistance Program, students who are abusing alcohol or other substances will:

a. increase their rates of school attendance
b. improve their academic performance
c. self-report a decrease in quantity and frequency of alcohol or drug use

Sampling: All students referred to the Student Assistance Program because of alcohol or drug related problems.

Methods:

1. **Attendance.** Obtain attendance records for all program participants for the year preceding the program. Determine attendance rate of participants. Obtain attendance rate of participants during program year. Compare the rates for the two years and compare with average attendance rate of school.
2. **Academic performance.** Obtain grade point average of participants during previous school year. Obtain grade point average of same students during program year. Compare the two sets of grade point averages of all participants and compare with control group.
3. **Self-report use and abuse of substances.** Administer a "coded" self-report instrument covering use and abuse of alcohol and drugs at the time of entry into the Student Assistance Program. Readminister at the end of program year. Compare the two instruments and compare with control group.

Strategies for Attaining Goals

1. Mandatory faculty meeting for the purpose of:
   a. describing Student Assistance Program; and
   b. providing information on how to identify a student who is using alcohol or drugs, how to confront the student, and how to make a referral to the Student Assistance Program.
2. Informing students and parents about the Student Assistance Program through a written policy statement.
3. Individual, group, or family counseling sessions.
4. Consultation to pupil personnel staff, administrators, and faculty members upon request. Information about a student seeing the Student Assistance Counselor will be shared only with the student's permission.
5. Referral to treatment agencies when necessary.

Responsibilities of the School District

1. The school agrees not to reduce any existing pupil personnel services without a corresponding decrease in student enrollment while the school is participating in the Student Assistance Program.
2. Office space with a telephone, a locked desk, and a file cabinet will be provided for the Student Assistance Counselor.
3. A written policy statement describing the Student Assistance Program will be distributed to high school students and parents during or before the first week of school.
4. A mandatory faculty meeting explaining the program will be held within the first month of school.
5. The school will agree to provide information concerning attendance and grades of participating students.
6. The school will agree to allow students to participate in rotating group sessions.
7. The school will agree to implement the provisions of the program and comply with the confidentiality regulations as specified.

SAMPLE LETTER TO PARENTS ON STUDENT ASSISTANCE PROGRAM

______________________________ High School along with ______ other Westchester County High Schools is implementing a Student Assistance Program for the ______ school year. This program is funded by a grant from the NYS Division of Alcoholism and Alcohol Abuse through the Westchester County Department of Community Mental Health. The program will provide counseling services to students with school, peer, family, alcohol and/or drug related problems. The program will also provide a new procedure for early identification of students who are experiencing alcohol and drug related problems. It is anticipated that this combination will accomplish the following goals:

1. To prevent the development of alcohol and drug abuse among students.
2. To reduce the incidence of alcohol and drug related problems among students.
3. To improve academic performance, to improve attendance, and to reduce alcohol and drug consumption among students with alcohol and drug related problems.

(Name of Student Assistance Counselor) has been selected to serve as the student assistance counselor at ____________________ High School. She/He will be working full time and will have evening hours available to see parents and make presentations to community groups. (Name of Student Assistance Counselor) has a masters degree in social work, previous experience in working with adolescents, and specialized training in prevention and early intervention strategies with adolescents with alcohol and drug related problems. She/He is being paid and supervised by the Westchester County Department of Community Mental Health through funds provided by the NYS Division of Alcoholism and Alcohol Abuse.

(Name of Student Assistance Counselor) will be available to see students who are using alcohol or drugs or have personal, school or family problems that could lead to alcohol or drug abuse or suicide. If you are worried about your child's behavior and would like to speak to the Student Assistance Counselor and/or have the Student Assistance Counselor see your child, please call (him/her) directly at ________________. All calls will be confidential.

We are hopeful that this program will show some promising results. As with all grants of this kind, there will be data collected to assess the overall effectiveness of the program. As a result of the Student Assistance Program, it is hoped that participants will: increase rates of school attendance, improve academic performance, decrease disciplinary referrals, self-report a decrease in quantity and frequency of alcohol and drug use and demonstrate an improved perception of parental behavior indicating a lower probability of future substance abuse.

Please feel free to call me if you have any questions about the program.

____
Principal's Signature

QUALIFICATIONS AND DUTIES OF THE STUDENT ASSISTANCE PROGRAM COUNSELOR

General Statement of Duties: Serves as Student Assistance Counselor at the school.

Distinguishing Features of the Class: The Student Assistance Counselor will be an employee of the Department of Community Mental Health which will do the recruiting and selecting. The Department of Community Mental Health will be responsible for the Student Assistance Counselor's clinical work and will provide training and weekly supervisory sessions. However, each school principal will make the final decision on who will be placed in the school. The Student Assistance Counselor will be accountable to the high school principal and may be terminated by the principal after consultation with the Department of Community Mental Health. The Counselor will work on a school schedule with the exception of occasional evening hours to see parents or be available for presentations to community groups.

Examples of Work:

May be required to supervise graduate student interns and attend supervisory training at the graduate school;

Will be knowledgeable of community resources and refer students to them when appropriate with the knowledge of the school principal;

Will provide individual, family and group counseling sessions as required;

Will keep progress notes on each student and keep records of all student contacts. These records are to be kept confidential and are for the sole purpose of monitoring students' involvement;

Will be available to the school staff for consultation and training;

Will provide the principal or designate with a weekly report of the names and times of all students seen.

Required Knowledge, Skills, Abilities, and Attributes: The Student Assistance Counselor will be knowledgeable of adolescent development, methods to engage and sustain adolescents in counseling, and community resources; be able to work effectively with others in a team relationship, and be able to relate well to school staff.

Minimum Acceptable Training and Experience; Graduation from a recognized college or university with a Masters Degree in Counseling, Psychology, or Social Work, and, in addition, the equivalent of two years of full-time post-Master's experience which has included work with adolescents.

School Policies

Chapter 5

Introduction

Any school district considering the development of alcohol and drug abuse prevention programs will also need to have clear policies which are consistent with and support those programs. Yet few districts have adequate alcohol and drug policies in place. A 1980 review of school drug policies for the National Institute on Drug Abuse found that "they tend to be reactive and crisis oriented, and, consequently narrow and legalistic."

In some cases, school districts or individual administrators do not follow established policies. Often, policies which are rigid and harsh are simply ignored because their implementation would cause serious opposition from parents, teachers, or the community. In many cases, "informal" policies—those which govern actual responses to day-to-day situations—bear little resemblance to the "formal" policies of a school district.

School administrators and teachers seldom see the development of school alcohol and drug policies as a positive experience. Policy development often is ignored for a variety of reasons: an aversion to the perceived "red tape" of formal policies; concern about union reactions to changes in teachers' roles and responsibilities; a fear of parent opposition; and a fear of lawsuits.

However, the development of effective school alcohol and drug policies is not a hopeless task. A number of federal agencies and state departments of education have been focusing on school alcohol and drug policies in the past few years, and their experience can provide valuable assistance to local districts involved in policy formulation. This chapter describes the need for alcohol and drug policies and indicates some of the guidelines which local districts can use in developing their own set of policies.

The Need For School Alcohol and Drug Policies

Schools need alcohol and drug abuse policies for a variety of reasons:

- The absence of clear policies regarding alcohol and drug abuse leads to confusion—among students, school personnel, parents, and the community. And confusion often leads to inaction or to arbitrary and inappropriate action.
- Without policies, young people lack a clear message from adult authorities about expectations regarding the use and abuse of alcohol and drugs. This can make it difficult for young people to resist peer pressure to experiment with or frequently use alcohol and drugs.
- Alcohol and drug abuse among students or school personnel interferes with the proper climate for learning in schools. It undermines the educational environment both of the students who use alcohol and drugs and the majority who do not.
- The absence of clear alcohol and drug policies makes it more difficult for school personnel to provide assistance to students involved in alcohol and drug use. They are more vulnerable to lawsuits and opposition from both parents and students.

The situations in which policies are needed range from the mundane (e.g., policies regarding release time for the teachers participating in alcohol and drug curriculum training sessions) to the very serious (e.g., policies for dealing with students who are caught selling drugs on campus). School districts interested in implementing one or more of the prevention approaches described in earlier chapters of this guide will also need policies which enable them to participate in a given prevention approach. The following chart indicates some of the policy issues which may be involved in implementing alcohol and drug education programs which consist of classroom education and teacher training, parent education, community approaches, the Natural Helpers Program, or a Student Assistance Program.

Prevention Approach	*Policy Issues*
Classroom Education	• Curriculum approval and adoption process • Emphasis on "back to basics" versus affective education approach • Limitations on discussing family's private lives

	• Restricting materials availability to trained teachers
Teacher Training	• Provision of release time for participation in training • Use of school facilities and equipment by outsiders (trainers) • Provision of food for training sessions • Approval of college credit or continuing education credit for training
Parent Education	• Use of school facilities and equipment by outsiders • Utilizing or restricting controversial speakers
Community Approaches	• Providing release time for students to conduct activities outside of class • Utilization of surveys during school time • Use of police on campus • Use of school mailing list for newsletters • Use of school time to develop media materials (newsletters, posters, etc.)
Natural Helpers	• Provision of release time to participate in training • Provision of release time to conduct Natural Helpers activities • Providing extra pay for in-school coordinator's work • School's liability concerning Natural Helpers' activities
Student Assistance Program	• Referral procedures for students • Confidentiality provisions • Release time for students to attend counseling sessions

In general, the policy issues listed on the chart are "facilitating" issues. Depending on the policies of your district, they will facilitate or constrain the implementation of alcohol and drug abuse prevention programs.

However, If your district does implement successful prevention programs, more serious policy issues will arise. For instance, classroom alcohol and drug education and teacher training activities will raise the level of awareness of students, teachers, and school staff regarding alcohol and drug issues. And this increase in awareness is likely to lead to the identification of both students and teachers who are abusing alcohol or other drugs. Your school will need clear policies which answer such questions as: What happens when a student is drunk or under the influence of drugs at school? What happens when students sell alcohol or drugs on campus? What happens when teachers are abusing alcohol or other drugs, and it is affecting their work?

Developing School Alcohol and Drug Policies

Basic Guidelines

In an effort to help local school districts develop effective alcohol and drug policies, the Drug Enforcement Administration of the U.S. Department of Justice has developed a booklet entitled "School Drug Abuse Policy Guidelines." It contains some general guidelines for the development of an effective alcohol and drug education and intervention policy. The DEA guidelines for policy development suggest that:

- It is important to include effective preventive education as an integral part of the school curriculum. Alcohol and drug education programs should "enable students to clarify their values, cope with their feelings, make sound decisions, and develop a positive self-image." The curriculum should also "include information on existing legislation" to help young people "develop an understanding of legal process and the legal system."
- School personnel should "be able to identify users of psychoactive substances at an early stage and provide early intervention."
- School authorities "should develop pro-active as well as reactive measures to avoid the perpetuation" of substance abuse problems.
- A method must be developed for referring substance abusing "students and/or their families to qualified human service agencies."
- School policies should clearly define the types of cases which will be referred to the criminal justice system and those which will be handled in less formal ways by the school or the family.
- Policies should be clear regarding the "extent of confidentiality between students and counselors and teachers."
- Clear channels should be established through which the school will communicate with the family, human service agencies, and law enforcement agencies.

The single most important guideline for any school district attempting to develop realistic alcohol and drug policies is that policy implementation must be coupled with effective prevention and early intervention programs. Rules and policies alone will not eliminate alcohol and drug abuse. School policies and local prevention programs should be developed together; they should be mutually supportive and reinforcing.

Avoiding Pitfalls

There are a number of pitfalls which need to be avoided in developing alcohol and drug policies within a given school or district. Too often, policies are extremely general. For example, most school districts have a policy which indicates that alcohol and drug information should be presented in the classroom. But stating the policy in such general terms leaves it to the discretion of the local administrator or teacher to decide what type of information is provided and how. This can result in a haphazard approach to alcohol and drug education which has no lasting benefit.

In other districts, broad *policies* (e.g., what is to be done) are stated without attention to *procedures* (e.g., how the policy is to be implemented). If a student is discovered under the influence of drugs and the school policy calls for "referral to the appropriate agency," how does the referral take place? Are the student's parents notified? Is law enforcement notified? What role does the school play in making the referral and monitoring the provision of services? Are records of the referral confidential? Under what circumstances may the student return to school? Without answers to these procedural questions, general policies remain vague, ineffective, and vulnerable to legal attack.

Organizing a Policy Task Force

Alcohol and drug abuse is a complex problem, and the development of school alcohol and drug policies can be a difficult task. For these reasons, an interdisciplinary approach to policy development is often the best one. The first step is usually to develop a policy task force which encourages collaboration by including representatives from the following groups:

- school board members
- administrators
- teachers
- school counselors
- students
- parents
- community alcohol, drug, and mental health agencies
- medical personnel
- law enforcement, prosecution, and/or judicial personnel
- public officials
- business and industry personnel

By involving a wide range of individuals and organizations on your policy task force, you can: 1) improve the political, economic and social climate within the community; 2) avoid misunderstandings, inconsistencies and "turf disputes" (e.g., school policy vs. law enforcement policy); and 3) provide a better identification of community resources available to provide assistance to alcohol or drug abusers.

Clarifying Policy Goals

The policy task force should begin its work by identifying its goals for school alcohol and drug policies. Your policy goals might include:

- an effective alcohol and drug education curriculum involving alcohol and drug information, decision-making, coping and self-concept will be implemented in all elementary and secondary classrooms;
- school alcohol and drug abuse prevention efforts will include parent education, community approaches, and early intervention as well as basic alcohol and drug education;
- all appropriate community resources will be made available to students with alcohol and drug problems;
- liaison arrangements will be established between the school, resource agencies, law enforcement agencies, and parents;
- school authorities will develop pro-active as well as re-active measures to avoid perpetuation of alcohol and drug abuse problems.

Reviewing Existing Policies and Procedures

Once your school district has defined goals for the development of alcohol and drug policies, the task force should examine existing school policies to identify the degree to which they are addressing their stated policy goals. The task force should ask such questions as: Are existing policies consistent with our overall policy goals? Are there major gaps in existing alcohol and drug policies? Are there inconsistencies among policies? Are school policies consistent with confidentiality, search and seizure and other legal requirements?

In addition to reviewing existing policies, the task force should review the procedures—both formal and informal—by which existing policies are being implemented. In many cases, implementing procedures are nonexistent or vague. In some cases, they may violate students' rights or the very goals which the policy is designed to achieve.

Defining New Policies

After it has reviewed existing policies, the task force can begin developing new policies or modifying existing ones. Although the list of potential alcohol and drug policies is long, some of the most important issues which school policies should cover include:

- Students drunk or high at school
- Sale of alcohol or drugs on campus
- Sale of prescription drugs on campus
- Teachers/staff with alcohol or drug problems
- Teachers involved in the sale of alcohol or drugs
- Legal drugs, look-alikes, and over-the-counter drugs
- Staff use of drugs at school and out of school
- Content of an alcohol and drug education curriculum and teacher training program
- Content of other school alcohol and drug abuse prevention programs

In addition to defining alcohol and drug policies, the task force should develop clear procedures which will be utilized in implementing the policies. In developing procedures, consideration needs to be given to the role of teachers, administrators, law enforcement personnel, human service agencies, and parents. Issues of documentation and confidentiality, the rights and responsibilities of students, when and how to involve law enforcement personnel, types of suspension, procedural differences in the handling of first and later offenses, and responsibility for paying for the treatment of students and/or teachers also need to be clarified.

Examples of School Policies and Guidelines

As you begin the process of developing school alcohol and drug policies, there are several places you can turn for help. The first is to the kit titled, "School Drug Abuse Policy Development Guide: for School and Community Officials," published by the U.S. Department of Justice, Drug Enforcement Administration, 1405 I Street NW, Washington, D.C. 20537, (202) 633-1333. It lays out basic guidelines for developing school substance abuse policies and provides step-by-step suggestions for organizing a local policy development process. The section of the DEA policy development guide which describes the process of organizing a school/community conference on substance abuse policies is especially helpful. It is reprinted on pages ???—???. DEA also has developed two slide-tape presentations on "The Need for a School Drug Abuse Policy" and "How to Develop a School Drug Abuse Policy" which can help you begin developing school policies in your community. They are available on a loan basis from: NIDA Resource Audiovisual Center, National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, MD 20857.

In addition, several States have recently developed excellent alcohol and drug policies which are comprehensive and consistent with the prevention approaches described in this guide. For example, the Governor's Council on Drug and Alcohol Abuse and the Pennsylvania Department of Education published "Responding to Student Drug Use: Guidelines for School Personnel" in 1980. It contains legal information on alcohol and drug abuse and recommendations for school personnel about: 1) "responding to drug situations," 2) "considerations for conducting searches," and 3) "what to do if you confiscate a substance." It also discusses prevention approaches and issues involved in adopting a K-12 alcohol and drug education curriculum.

The Pennsylvania guidelines call for the presentation of a comprehensive alcohol and drug curriculum. The guidelines state, "Rather than simply provide information about drugs...the principle task of drug education is helping young people gain knowledge while considering questions about drug use in relation to their values, goals, and responsibilities. This kind of 'curriculum' helps young people develop clear positions on drug use and helps them test these positions in hypothetical but realistic situations."

The Pennsylvania guidelines go on to discuss the importance of such education techniques as: values clarification, building self esteem, role-playing, decisionmaking and problem solving, peer and cross-age tutoring and counseling, and peer counseling. Copies of the guidelines are available from: ENCORE, P.O. Box 2773, Harrisburg, PA 17105, (800) 932-0912).

Another excellent set of guidelines for alcohol and drug policies was recently developed by the Maryland State Department of Education. Titled "School Policy: Alcohol and Other Drugs," the guidelines focus on: educational prevention programs; teacher training; rights of students; referral and treatment; emergency health care; roles of school staff; disciplinary actions; liaison with law enforcement agencies; and student, parent, and community involvement. In addition to describing the elements of an effective alcohol and drug education and teacher training program, the Maryland guidelines provide a realistic, detailed approach to providing help to students who have alcohol and drug problems.

The guidelines also deal with disciplinary action directed toward a student who violates alcohol or other drug policies. The disciplinary guidelines are designed to insure that student's legal rights are maintained. They describe: general principles for disciplinary actions; a procedure for suspension and expulsion; due process concerns; and procedural recommendations. The Maryland guidelines are available from the Maryland State Department of Education, Division of Instruction, 200 W. Baltimore Street, Baltimore, MD 21201.

Other States which have recently developed comprehensive alcohol and drug policies include New York, Minnesota, and California. You can contact the Department of Education in those States to get copies.

Resource Pages

Chapter 5: School Policies

Page

1. Sample Section from "School Drug Abuse Policy Development Guide: For School and Community Officials" (U.S. Department of Justice, Drug Enforcement Administration) 295
2. Sample Sections from "Responding to Student Drug Use: Guidelines for School Personnel" (Governors Council on Drug and Alcohol Abuse and the Pennsylvania Department of Education, April 1980) 330
3. Sample Sections from "School Policy: Alcohol and Other Drugs" (Maryland State Department of Education, 1982) 337

SCHOOL
DRUG ABUSE POLICY
DEVELOPMENT GUIDE:
FOR
SCHOOL AND COMMUNITY OFFICIALS

Prepared Under Contract No. 50-79-2089
By
The Pacific Institute for Research and Evaluation

U. S. Department of Justice

Drug Enforcement Administration

SECTION III:

PROCESS ISSUES

INTRODUCTION

If a policy is to have true widespread community support, it must be designed and built by all groups and individuals using or affected by it. Because schools and their administrators have so often been the scapegoats for community youth problems, they have reason to be apprehensive if the issue of substance abuse and the responsibility for developing a policy are placed entirely in their hands. It is therefore essential to emphasize the total community involvement aspects of this conference project in both the policy and the process issues.

In this section, we will examine the step-by-step process involved in developing and conducting a school/community conference which will place the problem of substance abuse in its proper perspective: a community problem which requires community action.

SUPERINTENDENT OF SCHOOLS AND ADMINISTRATION INVOLVEMENT

As stated in the Coordinator's guide, support from the Superintendent of Schools is critical to the successful development of a conference. If possible, the conference process should be initiated by the Superintendent or a designee, and certainly it must have his/her full support.

If possible during the initial stages of conference planning, the Superintendent should address members of the School Board and principals of the various schools, acquainting them of the conference design, soliciting their ideas and obtaining their support. The School Drug Abuse Policy Slide Guidelines Presentation, available through DEA on loan, is a useful tool in describing the concept of a policy conference.

It is very important that not only the Superintendent but also the School Board and principals support the conference. The School Board must endorse the policy before it can be implemented at all and the principals must accept the policy if it is to be implemented fully.

The Superintendent can also act as a support to the contact person in soliciting conference participation. Not only should the Superintendent be able to identify key persons, his or her active endorsement will also lend additional credibility to any request for participation.

The extent to which a Superintendent participates in conference development will, of course, depend upon a great many variables which cannot be generalized; however, in virtually all cases, the rule "more is better" is a good one to follow.

RESPONSIBILITIES OF THE CONTACT PERSON

The Coordinator's guide discussed the "essential" elements which must be considered in selecting a contact person. This person will have the responsibility for inviting necessary participants, enlisting skilled group leaders, securing the conference site, and arranging logistical supports.

One possible means of selecting the most appropriate contact person involves asking the Superintendent of Schools to prepare a list of suitable candidates (preferably professional and school staff and persons closely involved in school activities), then contacting critical persons for their opinions about the list (i.e. juvenile court judges, public defenders, district attorney, mayor, faculty, student body president, heads of major substance abuse programs, chief of police and sheriff, hospital administrator, mental health representatives, parents, etc.). The chosen contact person must have time available to devote to conference planning. The position is not ceremonial; the contact person must be prepared to invest a great deal of energy and time if the conference is to succeed.

ROLE OF THE INITIATORS: DEVELOPMENT OF A COMMITTEE

Having chosen the contact person, the initiators of the conference should then consult with that person to form a "core committee" which can give the contact person the necessary logistical support to insure a successful conference.

Depending upon time and resources, this committee which can be part of the group who will participate in the conference, can perform a number of background roles while the contact person is investigating potential conference members. The committee could develop materials for the conference such as:

- a summary of local and state laws and statutes relating to conference issues;
- information about the community substance abuse problem;
- simple needs assessments;
- brief descriptions of existing substance abuse programs;
- available counseling or special programs services; and
- an assessment of community sentiment.

VARIABLES TO TEST

In forming the master plan for a conference, many triggering mechanisms have been discovered which will indicate whether or not the community atmosphere predicts success. For example, one should determine what, if any, parental concern can be enlisted and to what degree it is presently being displayed. Ideally, parents should play an integral part in any pre-conference planning. A concerned parent alerted to an existing problem may well be the catalyst for a successful conference.

Initially, the conference organizers may find some resistance from long entrenched social or political agencies which may feel that the conference is invading their "professional turf." Rather than fight this attitude and become embroiled in the controversy, it would seem far better to include all such agencies rather than generate professional jealousy.

If the educational system has not itself been part of the initiating process, it can be involved by giving the Superintendent assurance that a well structured, comprehensive School Substance Abuse Policy developed in such a conference setting will provide a community answer to what needs to be recognized as a community problem. By approaching the Superintendent in this way, initiators can assure the Superintendent that his/her participation will show the current administration to be "on top of the problem" rather than ducking the issues. The Superintendent, in turn, can suggest to his/her personnel that their roles and responsibilities will be clarified by this procedure and their rights and duties clearly defined.

Each school system and community must be considered unique. Variations in geographic location, ethnic background or religious affiliation must all be considered. The contact person and initiating committee must recognize that there are a great many variables to be considered in testing a particular area or population for its acceptance of a Substance Abuse Policy. For example, increasing or decreasing school enrollment and its effect on the student population, parents, and teachers may itself be a factor in conference success.

CONFERENCE TIMING

It is well known among conference Coordinators that there are certain times during which conferences should not be planned: periods just prior to Christmas, near Easter vacation, prior to income tax duedates, at the beginning of summer vacation, and towards the beginning of school. Other times which may hinder attendance of school personnel include the two weeks before mid-term grades and final exams. Generally, the best months to hold conferences are mid-September through mid-November and mid-March through mid-May.

The conference ordinarily should not be scheduled with less than three months lead time. Exceptional problems, requirements, and highly efficient personnel can of course bring off a conference in less time.

LOGISTICS AND SUPPORT

The simple logistics of the conference can strongly influence whether the conference attendees will write a useful policy or whether the conference deteriorates into a gathering of individuals who simply swap ideas and opinions for two days.

LOCATION: One common characteristic of successful conferences was that they were convened in a school building. Sixty-seven percent of the conferences which produced completed policy were convened in school buildings, and only one did not result in an officially adopted policy.

While a school building generally can provide adequate space, secretarial time, typewriters and other necessary equipment, there is no magic aura in the building itself. However, the critical variable, we believe, is the message of commitment to the conference by the school administration. By providing space, staff, equipment and lunch, the school administration has directly affirmed: "this conference is important." The feeling of affirmation is easily transferred to the participants themselves. Participants will be more willing to become involved knowing that what they produce will, in all likelihood, actually be used by those who need it. The contact person must at all times emphasize the task-orientation of the conference, as a gentle dissuader to those who may be interested in listening but not actively participating.

Whatever conference site is selected, it should have readily available the following:

1. One room large enough and comfortable enough to acomodate all participants;
2. Three or four smaller rooms which will accomodate six to ten participants each;

3. An area convenient to the meeting room where one or more typists can type the products of the conference as they are completed;
4. Copying equipment so that the completed drafts can be reproduced immediately for distribution to all participants; and
5. Staff or student typists and messengers who can produce and carry to participants typed draft policy and procedure statements for review and revision.

PARTICIPANT SELECTION

After the initial work of establishing a solid rationale for a commitment to the conference, care must be taken in selecting the specific individuals to be invited. The contact person may conduct the selection process alone or may convene a small select committee representing a cross-section of the community which would, in turn, identify the necessary individuals and organizations of the community-at-large.

In previous conferences, the average number of participants was approximately 40, though some conferences have included as many as 73 persons. Typical conferences consisted of 13 community persons, 10 school administrators, 11 students, 4 teachers, and 4 criminal justice personnel.

Although we have stated this in the Coordinator's guide, we re-emphasize here that the contact person or invitation committee should keep in mind these essential attributes:

- Participants should have a firm belief in community responsibility, integrity and accountability. This will insure that sound, realistic options and alternatives for youth and youth systems are discussed during the conference.

- Participants should be willing and prepared to work toward achieving the conference goals over an extended period of time. The complete process, from initiating a conference to policy implementation may well take a full year.

- Participants should be willing and able to bind their respective organizations to policy agreements.

- Participants should reflect all pertinent community perspectives, including
  1. School personnel: administrators, teachers, and non-professional staff;
  2. Law Enforcement personnel: school security and juvenile police;
  3. Judicial personnel: juvenile court judges, probation staff, prosecutors, and court diversion or alternative program personnel;
  4. Municipal Leaders: directors of municipal youth programs and civic organizations;
  5. Business leaders: members of the Chamber of Commerce and representatives of business and fraternal organizations;
  6. Religious leaders;
  7. Medical personnel from the schools and local hospitals and clinics;
  8. Representatives and staff of youth counseling and activity programs: mental health personnel, YMCA, etc.;
  9. Parents; and
  10. Students

PARTICIPANT ROLES

In the previous conferences, certain roles were identified as central to conference success:

- The amount and kind of administrative support the Superintendent lent to the conference was critical;

- Principals' attendance at the conference was essential for unless the principals were invested in the conference process, the policy stood a good chance of not being fully implemented;

- The school attorney was crucial to interpret "in loco parentis," confidentiality, and liability issues;

- The prosecutor's office was invaluable in constructing mutually agreed upon definitions, as well as in explaining those areas that are subject to the prosecutor's discretion;

- The local judge could state what kinds of issues would go to which court, what kinds of treatment differing offenses were likely to receive, etc.; and

- Students provided the vitality and creativity that generated participant interest and explained the students views and attitudes toward the problem.

CONFERENCE DESIGN

Those who will design the conference must plan it in accordance with community size, location, culture, etc.; and must understand the applicable laws, regulations and ordinances (including knowing about existing formal policies and informal procedures). Because state and local laws and ordinances relating to substance issues (possession, sale, use, etc.) and interpretations of such issues as "confidentiality," parental consent to treatment, search and seizure, teacher's liability, etc. vary from community to community, those who design the conference must be aware of applicable regulations and laws.

Each community has its own characteristics with special distinctions existing between urban, suburban, rural communities and resort communities. The educational structure, the political and authority structure, the resources available, the needs of different community factors (business, parents, police, etc.) all reflect the types of considerations that should be made in design development. Knowledge of existing policies, their current usefulness, and the awareness of such policies by community persons reflect important considerations.

The review of previous conferences indicated that urban and rural communities could often be differentiated by their initial knowledge of resources available in substance education. With the urban communities, conference group leaders acted more actively as facilitators, focusing the group on task, clarifying and mobilizing existing resources, and insuring that individuals were heard. In rural communities, group leaders functioned more as resources to the participants, informing them of recent developments in curriculum and law, and assisting them in locating resources.

Resort communities also present unique characteristics with their seasonal changes in population. The presence of an unusual "party atmosphere" during certain months in these communities created special problems which were often translated into sharply defined political lines, particularly since the "party atmosphere" also constituted the "life blood" of most resort communites. This, then, became the background and context for every community issue, including the process of school substance abuse policy development. Understandably, resort communities tend to place heavy emphasis on community education.

Whether the conference design will focus on the single issue of development of a substance abuse policy or take the broader approach of "school violence and disruption" and related issues will depend on an accurate determination of community/school need(s). Some communities focused their policy on alcohol and drugs, others drugs alone, and others implemented a "broad brush" approach depending on the prevailing community understanding of the problem(s). A distinct advantage of the overall conference design lies in its adaptability to any problem under the rubric of illegal activity on school grounds.

SUGGESTED CONFERENCE FORMAT

The conference format which follows proved to be a product-producing process at the 20 conferences. Reports received from the communities which participated in the conferences indicated that the format was sound and effective in accomplishing the conference objectives. An interesting and important fact is that responses from conference participants showed little, if any, concern about problems relating to actual conference format. Rather, they focused on the factors that influence the design and act as the foundation upon which it is built (i.e. site, participants, focus, knowledge of the community, etc.).

SCHOOL DRUG ABUSE POLICY
DEVELOPMENT CONFERENCE FORMAT

DAY ONE

8:30 - 9:30: OPENING

- Introduction of staff and all participants.
- Overview of conference goals, tasks, and procedures.
- Fill out evaluation form (what individual expects to gain from conference), collect and collate data.

9:30 - 10:30: PLENARY SESSION

- Identify existing practices regarding school-related substance abuse (prepared reports read by school, enforcement court, and community resources).

10:30 - 10:45 BREAK

10:45 - 12:00: MIXED GROUPS

- Groups divide into the four categories: school personnel, criminal justice, students, and community resources.
- Identify present problem areas (from each perspective) and what outcomes relative to these problems are expected from the conference.
- Recorder will be appointed, data organized into major working areas, and feedback given to plenary session.

12:00 - 1:00 LUNCH

1:00 - 1:45 PLENARY SESSION

- Reports from morning group are read; during this time, conference leaders organize the material into three topical areas:

Rights and Responsibilities
Training and Education
Community/School Liaison

- Mixed discipline groups are formed assuring equal representation; morning groups will meet to determine allocation of personnel to new groups.

1:45 - 3:00 MIXED GROUPS

- Identify all the elements necessary for a comprehensive school substance abuse policy.
- Finalize agenda and, if time allows, begin writing.

3:00 - 3:13 BREAK

3:15 - 4:00 PLENARY SESSION

- Groups report data to plenary session.
- Discussion of items.
- Reports are typed, copied and distributed on following morning.

4:00 - 4:15 CLOSURE

- Assessment of Progress, Feedback, Evaluation Data and Future Direction.

....

DAY TWO

8:30 - 8:45 OPENING

- Identify new participants.
- Assignment of tasks.

9:15 - 12:00 DRAFTING GROUPS

- Groups will draft specific policy statements and feed them to typists as drafted, who will maintain three separate lists.

12:00 - 1:00 LUNCH

1:00 - 2:30 DRAFTING GROUPS

- Committees continue to develop and revise.
- Synchronize schedules and reallocate tasks if necessary.
- Preamble committee appointed - one member from each group to draft a preface/preamble to policy that will both indicate its purpose and capture the spirit in which it was written.
- Staff will select two members from each group to meet as a nominating committee; they will draft a steering committee whose purpose will be to finalize the document and oversee it through Board approval; then the steering committee will meet and set their procedures and the date for their first meeting.

2:30 - 3:00 BREAK

- All drafts copied and disseminated.

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3:00 - 4:00 PLENARY SESSION

- Participants must reclaim their evaluation form. Were expectations realized?
- Group will review data and entertain questions - not commentary!
- Steering Committee members are announced.
- Complete evaluation forms.
- Superintendent or designee presents certificates of participation.

4:00 - 4:15 CLOSURE

- Closing Remarks.

* * *

TASK DELINEATION FOR SMALL GROUPS

I. Rights and Responsibilities should address the following issues:

- What should a student, faculty member, administrator do in the case of:
    - a) suspected use and known use?
    - b) suspected possession and known possession?
    - c) suspected sales and known sales?
- What are the rights and due process accorded students in these situations?
- What liabilities do students, faculty members and administrators incur by being involved in the above situations?

Policy components 1, 2, 3, 4, and 5 should be covered.

II. Education and Training should address the following issues:

- What should the goal of a drug education program be?
- What should the curriculum contain?
- What kind of drug specific information, if any, should be available to teachers in regard to orientation to new policy as well as generic drug education?
- Who are the best people to teach both of the above?
- Define the role of student organizations in this process.
- What counseling provisions should be made available including alternative schools or in-house suspension?

Components 6, 7, and 8 should be addressed.

III. Inter-Agency Liaison group should address the following issues:

- Define the role of community resources and the communication procedures for utilizing those resources.
- Define the role and function of an advisory council.
- Explicate communication and implementation of the policy.
- Define procedures for medical emergencies.

These issues will cover components 9 through 15.

* * *

The format itself allows for the inevitable "hashing out" of agency and role stereotypes between participants while attending to the task at hand. By describing the existing problem and the current practices of the various disciplines, there is an immediate sharing of important information which, most often, leads to discovery by each respective discipline of policies, procedures and constraints previously unknown or little understood.

By grouping cross-disciplines into the three topical areas of "Rights and Responsibilities," "Training and Education," and "Community/School Liaison," the various problems and needs can easily and directly be addressed. The remaining design structure continues to allow for open dialogue among participants and demands mutually attained agreements on policy statements. A consistently stimulating effect of the design is its ability to achieve ongoing cross fertilization of ideas and, by "mutual give and take," to establish guidelines that adequately consider each respective discipline and its formal and informal methods of practicing particular role functions.

Often cited strengths of the design made by participants were:

- The task oriented focus required participant concentration on the major issues at hand;
- Group Leaders were "task drivers" but gave no impression of presenting themselves as "knowing all;"
- The mixed grouping of persons from varied disciplines achieved a positive result which was, generally, not anticipated as a major objective of the conference (i.e. growth of mutual respect and understanding which opened doors to healthy working relationships in relation to other problem areas); and
- The limitation of time and the demands of the tasks tended to disallow the dominance of the conference by any one person who brought to the conference a particular personal view.

CONFERENCE TIME CONSTRAINTS AND PRIORITIES

In virtually all instances, conference participants felt that two days was too short a time to address the multiple issues in creating a comprehensive substance abuse policy. On the average, the conferences addressed only nine of the 15 guideline issues; and participants felt that time constraints forced them to choose items to address.

One possible way of easing the time crunch, as suggested earlier in this Section, would be to prepare materials in advance concerning such crucial information as: legal statutes, interpretive variations, resources available, background on local substance abuse problems, medical information, etc. By having this information readily available or, if possible, having it before the conference opens, participants can avoid detours and focus more readily on task.

Similarly, by sending a task outline, issues sheet, or list of pertinent questions to conference participants before the conference begins, conference planners may be able to spur preliminary thinking which can then be focused once the conference convenes. For example, the questions included in the CONFERENCE FORMAT: TASK DELINEATION FOR SMALL GROUPS could be revised as needed and distributed to participants.

However, it should not be expected that all participants will have read, or even if read, have comprehended all the material provided. Clear summaries, verbal or written, will have to be prepared. This means that the conference leadership must understand the total conference format, objectives and process. Advance preparation by these people is essential, even to the extent of a "dry run" with other staff.

PRE-CONFERENCE PUBLICITY

Publicizing the conference may or may not be appropriate depending upon the individual community atmosphere. Conference planners should assess community sentiment and the likelihood of adverse reactions should the conference be publicized.

Even in communities where opposition to the conference idea is not expected, press releases should focus on the generic nature of the issues rather than highlighting the substance abuse aspects and risking sensationalism. Substance abuse is a highly controversial subject which crosses religious, ethical, legal and political lines: a press release or article slanted in a provocative manner could be very disruptive to the conference and the implementation of any developed policy.

If, however, it is determined that publicity will be beneficial, a number of methods can be explored:

- A series of articles in the local newspaper (again, the writing must be objective and the focus generic);
- Publishing of any surveys conducted on attitudes, prevalence, trends, etc.;
- Interviews of Superintendent and contact person on local television;
- Letters to the editor;
- Speaker presentations to local interest groups; and
- Publicity in local media via the mayor's office, local senator, congressman, town council, etc.

USE OF CONSULTANTS

The use of outside consultants in the conference process is not always necessary. As a community concern, the conference can often be successful if it remains entirely a community effort. Most communities will have all the resources they need (including trained group leaders/facilitators); however, if outside assistance is desired or necessary, there are at least three sources of consultants for such conferences:

- PYRAMID Project
  National Institute on Drug Abuse
  Pacific Institute for Research and Evaluation
  3746 Mt. Diablo Blvd. Suite 200
  Lafayette, California 94549
- Single State Agencies (see resource list)
- Departments of Education
  (the most useful consultants are those who have information or experience in developing policy or administering policies such as the ones described).

If consultants are to be used, their aid must be solicited very early in the process of conference preparations. Further, they must be provided with the conference agenda, materials, objectives and specific roles. Most of the persons in this field who can provide valuable expertise and insight have heavy schedules of commitments and so it is important to arrange their participation very early in the planning. It is also important that consultants be aware of the purposes and processes of the conference. If they have "other agendas," or are inexperienced in producing a "product" (the policy) because they are too "process oriented," they will not be an asset to the conference.

REFERENCE MATERIALS

Prior to the conference and in consultation with the various participants, specific reference books useful to the conference can be obtained and made available on a table or book shelf.

STEERING COMMITTEE/ADVISORY COUNCIL

The steering committee appointed at the conference will take the conference product (the draft policy) and shape it into a final draft which can be presented to the School Board after adding agreed-upon procedures and cross-referencing existing procedure as necessary. Therefore, the composition and timing of this committee is critical to the successful completion of the policy. Composed of conference members, the committee should include a cross-section of all ages and be professionally and ethnically diverse. These persons must be willing to devote the long hours necessary to mold a draft into a policy. Where the steering committee has been haphazardly constructed, given ambiguous directions, or is subject to poor leadership, policies have either not emerged or have not been comprehensive.

In establishing the committee, a specific time should be set for its initial meeting at the conference. In this way the momentum of the conference will not be lost and participant energy will be channeled toward School Board approval of the policy.

The steering committee will become the Advisory Council once the policy is approved. The tasks with which this ongoing Council will then be charged include:

- Continuous updating of the materials pertinent to the issues;
- Definition (and redefinition) of the problem (scope);
- Distribution of information to the community;
- Establishment of a specific policy (goals and objectives);
- Updating yearly of committee goals;
- Continuing study of current policy;
- Compilation of all conference materials; and
- Exchange of information with other advisory committees (through City, State, and National levels) to obtain information and additional data.

PUBLICIZING THE POLICY

Once the policy is School Board approved (not before formal acceptance is given), the policy should be well and openly publicized. In particular:

- Students, parents, teachers, and school staff should each receive a copy of the completed policy;
- All pertinent agencies and law enforcement should receive policies;
- The community should be informed via radio, newspaper, etc. and given directions on how to obtain a copy if desired; and
- All conference participants should receive copies of the policy.

The completed substance abuse policy should become a public document which acquaints all community members with the responsibilities and limitations of the various participating groups.

Further, the Superintendent or a designee should then meet with the school principals to discuss the policy and its implementation in each school. Principals should then meet with their own staffs, and teachers should meet with students (or a general assembly can be called).

The public nature of this document is one of the principles on which it will work. The policy can only be implemented if everyone concerned knows about it and expects certain procedures to be followed and resources to be available.

EVALUATING THE POLICY

One of the functions of the ongoing Advisory Council will be to update the policy as required. This evaluation is essential if a policy is to continue to meet community needs. Regular meetings, perhaps on a twice-yearly basis, should be scheduled.

We have included on the following pages a sample questionnaire and description of how to conduct a simple evaluation so that the community can be assessed for its reaction to the substance abuse policy.

EVALUATION: MONITORING THE IMPLEMENTATION OF A SCHOOL DRUG POLICY

Assuming that a policy will address the 15 Policy and Procedure issues detailed in Section II, the follow-up monitoring should periodically sample concerned parties to see if they have had contact with any situation relating to the policy and, if so, whether that contact has indicated that the policy and procedures have been effective; to what degree were they effective; and to what extent would a deviation from policy and/or a change in procedure be viewed as better, the same, or worse than if the policy had been followed. This survey should answer the needs of the Advisory Board which is responsible for periodic review of the policy and procedures, and which will provide the data and analysis to the School Board and staff.

It is important to keep the amount of data collected to a reasonable limit. Too much data either involves wasting much of it or being unable to afford to extract the information which has been collected. The size of the sample and the size of the instrument will both affect the cost of the monitoring.

Feedback is an essential component of the monitoring system. All the participants in the survey should receive at least simple tallies. This is an important, natural kind of reward for past participation, and a stimulus to future participation. Monitoring should help the involved parties to understand what is effective and ineffective about policy implementation and how the policy or its implementation can be revised to make significant improvements.

Once having defined the sample, it is important to try to get a high percentage of representation. If, for example, data is being collected from 20 students selected at random as one strata of the sample, one must be concerned if 25% or more of the students fail to participate. Such a circumstance would reflect a significant bias.

WHO ARE THE SPECIAL PARTICIPANTS TO BE SURVEYED? (No single list will apply to all contexts, and this one attempts to have maximum breadth, assuming that any school or school system will scale it down to their needs and will add in any missing elements.)

a. School Board members;
b. The Superintendent, and any members of his/her staff who are particularly responsible for the implementation of a particular phase of the policy, such as Head of School Security, the Attorney of the Board of Education, etc.;
c. Principals and relevant staff members of schools involved;
d. Teachers of schools involved;
e. Counselors of schools involved;
f. Other types of workers at schools involved;

g. Students at schools involved; and

h. Parents of students at schools involved.

Even when an instrument indicates that something especially good or bad is taking place (or something is failing to occur), the instrument often does not by itself clearly indicate the nature of the situation. It is usually valuable to check the indications provided by the formal monitoring with observation, discussions, interviews (formal or informal), and other means of collecting collateral data through formal monitoring. Some of this can take place through the formal feedback process and discussions, but other ways to get at collateral data will suggest themselves according to the nature of the results of the formal monitoring.

If the efforts of a school system to deal with substance abuse in a fair and effective manner are to succeed, they need revitalizing to keep it alive and strong. If it is worth doing, it is worth doing well, and this requires a monitoring effort.

The following pages will detail two survey items for a simple form of monitoring instrument. It is assumed that the school district has limited facilities for statistical analysis. Districts with more sophisticated research resources may wish to develop more elaborate instruments. Any instrument should be specifically tailored to the nature of the particular substance abuse policy and goals.

SAMPLE PARENT AND STUDENT SURVEY INSTRUMENT
INTRODUCTORY LETTER

As you may be aware, the School Board of the School District adopted a new (or newly revised) policy and procedure regarding substance abuse on school property. The purpose of this policy is to deal with the problem of substance abuse so that:

(1) it does not get out of control and disrupt the quality of education, and

(2) it is handled in a fair, just manner that is supportive and helping, and punishment is employed only when absolutely necessary.

(A summary of the policy goals should reflect the actual goals of the School District.)

The purpose of this survey is to contact persons associated with the school district--including employees, students and parents--to obtain information on the substance abuse problem and how well the policy and procedure is working in dealing with substance abuse. The information that you provide in this questionnaire will be kept strictly confidential. It will not be included in any record, official or unofficial. The information you provide will help us to do a better job. Whether you are a student, parent, teacher, counselor, or otherwise involved with the schools, your perspective is important in helping us to know what is working well and what is working poorly. Please fill out the following questionnaire as accurately as you can and turn it in at ____________ . Thank you for your help.

QUESTIONNAIRE

1. The Policy as a Whole — Codes

1. Before seeing this questionnaire, were you aware that the School District had a substance abuse policy? (Check one)

Yes ___(1) No _____(2) (n)______

If you answered "yes", please continue with question two.

If you answered no, please skip to question 4.

2. Do you think that the substance abuse policy is doing a good job in helping to control substance abuse in the School District:

Yes _____(1) No _____(2) (n)______

Please explain why you answered as you did.

____

____

____

3. Do you think that persons who are discovered to be involved with abuse of drugs at school have been dealt with fairly and justly since the adoption of the substance abuse policy?

Yes _____(1)   No _____(2)   (n)_____

Please explain why you answered as you did.

____

____

____

Codes

2. Policy Components and Procedures

For each of the following areas, indicate whether you think that the present activities of the school district implementing the substance abuse policy are effectively addressing the needs of the students, teachers and other involved persons. (After each multiple choice question, space is provided for you to discuss your answer, if you wish.)

4. During the past semester, how well have the school personnel dealt with the problem of reporting actual or suspected illegal substance activities? (Choose one)

Well _____(1)   Average _____(2)   (n)_____
Poorly _____(3)   No opinion __(4)
I have no information on this _____(5)

____

____

____

5. During the past semester, how well have students rights been protected by use of due process safeguards?

(Choose one)

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4) (n) _____
I have no information on this ____(5)

6. During the past semester, how well has the school handled the suspension or expulsion of students with serious substance abuse problems? (Choose one)

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this _____(5) (n) _____

7. During the past semester, how well has the school system dealt with the problem of staff who have not complied with the school substance abuse policy?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

8. During the past semester, how well have the school's courses presented information and understanding to help students and others deal with substance abuse?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

9. During the past semester, how well has the school made use of input from student groups, such as

the student members of the substance abuse Advisory Council or the student council of the High School, in the implementation of the substance abuse policy?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

10. During the past semester, how well has the school dealt with the confidentiality of communications regarding substance abuse between students and counselors, students and teachers, or students and administrators?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

11. During the past semester, how well has the school handled substance related medical emergencies?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

12. During the past semester, how well has the school handled the referral of students with substance related problems to agencies that can give them help?

Well _____ (1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

13. During the past semester, how well has the school communicated its substance abuse policies and procedures to the parents of students and to the community?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

14. Your name ______________________________

15. Relationship to school district (mark each one yes or no, depending on whether it describes you or not).

		Yes	No		
a.	School Board Member..	___(1)	__(2)	(n)	_____
b.	Administrator........	___(1)	__(2)	(n)	_____
c.	Staff................	___(1)	__(2)	(n)	_____
d.	Teacher..............	___(1)	__(2)	(n)	_____
e.	Counselor............	___(1)	__(2)	(n)	_____
f.	Nurse................	___(1)	__(2)	(n)	_____
g.	Security Person......	___(1)	__(2)	(n)	_____
h.	Custodial Person.....	___(1)	__(2)	(n)	_____
i.	Parent...............	___(1)	__(2)	(n)	_____
j.	Student..............	___(1)	__(2)	(n)	_____
k.	Other................	___(1)	__(2)	(n)	_____

Please explain ______________________________

(Thank you for completing this questionnaire. We will provide you the results of this survey as quickly as we can.)

* * *

The following questions can be added to the previous instrument when sampling School Board, Administration Staff and Faculty.

Codes

1. During the past semester, how well has the school system provided effective in-service training for teachers, administrators, and staff in the area of substance abuse prevention, education and counseling?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

2. During the past semester, how well has the school system performed in terms of establishing working relationships with community substance abuse agencies and in terms of making effective referrals to these agencies of students with substance abuse problems?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

3. During the past semester, how effective has the school system been in implementing procedures and guidelines for working cooperatively with non-school agencies and personnel with regard to the substance abuse problem?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

____

____

4. During the past semester, how successful has the school system been in developing cooperation with law enforcement agency personnel?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

____

5. During the past semester, how effectively has the school system communicated its substance abuse policies and programs to parents and to the community?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

6. During the past semester, how effective has the Advisory Council on substance abuse been in supporting the School Board in terms of policy development and of policy implementation?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this ___(5) (n) _____

7. During the past semester, how effectively has the school system been in soliciting input from school, law enforcement, community, student and parent groups regarding the substance abuse policies and practices and their need for revision?

Well _____(1) Average _____(2)
Poorly _____(3) No Opinion _____(4)
I have no information on this _____(5) (n) _____

To conclude this discussion of monitoring the implementation of the school substance abuse policy, the following are a few observations on simple research techniques.

1. Instrument Construction: The instrument illustrated is designed for simple coding and entry into a data processing system. The structured questions each have a number associated with the alternative responses. These questions are each followed by an entry in the "Codes" column, which permits the code number of the response to be copied in the coding column. After these codes have been copied, data conversion into a digital format can be done directly from the questionnaire, precluding the need for a separate coding sheet. This is designed to simplify the data conversion process, reduce the number of errors, and reduce costs.

2. Data Conversion: As noted in the previous paragraph, the instrument is designed for some type of automated data analysis. This could involve a computer with a simple statistical package, or even a card sort machine. Although the small number of items could be handled by a calculator, assuming that the number of persons being surveyed is small (e.g., less than 100); data processing, if available, should reduce the cost of data analysis and improve the accuracy of the computations.

3. Selection of the Sample: It is assumed that certain categories of persons will be totally included in any sample--for example, all the members of the School Board, all of the members of the Advisory Council on Substance Abuse, all principals, etc. In addition to these "necessary" groups, it will be advisable to sample other groups on a selective basis. One might, for example, decide to include 50 students, 25 teachers, 10 counselors, etc. For each group to be selectively sampled, it is important to employ random sampling in order to prevent systematic biases from entering into the sampling process.

Random sampling is accomplished by ordering each group to be sampled in the form of a list and assigning a number to each member of the list. For example, a list of two thousand students could be assigned numbers from 1 to 2,000. Then one obtains a copy of a random numbers table (found in almost every statistics text, and on some calculators) and draws a sequence of random numbers. Each time a number coincides with the number assigned to an unchosen person, that person is added to the sample.

4. Statistical Analysis: Once the data are collected and converted, the last phase involves the analysis and interpretation of the data in order to produce findings. Since these data are being collected over time, there are sophisticated analyses that can be performed such as time series analysis. This brief exposition cannot explain such procedures. It is assumed that most school districts which wish to carry out such analyses can find knowledgable individuals on their own staffs, or on the faculties of nearby colleges or universities.

For those school districts which wish to perform simple analyses and interpretations, we recommend the use of simple descriptive statistics. One can, especially with the help of data processing, produce frequency counts for each of the questions (e.g., how many persons said "yes" and how many said "no" on question one). One can also calculate means and/or medians, using the formulae provided in the simplest books on statistics. One can also plot the data on graphs (i.e. bar graphs). Any one of these techniques used alone or in conjunction with the others will help the persons doing the monitoring to see patterns in the data for any given point in time; and also will help in making comparisons between different data collection periods. One can go a long way with such simple descriptive statistics towards understanding one's data, without having to become involved with technically demanding analytic statistics and statistical tests.

CONCLUSION

Conference initiators must calculate carefully the disposition of the community before holding a conference. We have throughout this kit stressed the elements essential to a school substance abuse policy development conference. We have also emphasized repeatedly the importance of key people, particularly the active participation of the Superintendent of Schools, and the need for intensive conference task orientation and planning.

We do not, however, wish to discourage interested communities from attempting a conference simply because all conditions do not seem ideal or do not match what we have set forth as guidelines in this Technical Assistance Kit. As we have stated, every community is unique and the models we have proposed are meant as guides, not as rules. A successful conference and the effective development of a substance abuse policy demand not only planning but creativity. It is important, therefore, that conference initiators infuse their own ideas and judgments into the concepts described within the kit. For each individual community, some of the guidelines will be more appropriate than others: We recognize this and hope that those who use the kit will also.

As communities become larger, they tend also to become more fragmented. Only by bringing together the different agencies, disciplines, and orientations within a community can one hope to achieve an integrated perspective and a communal effort to reach a goal. The conference process itself works toward this end, and, by the very fact of its being conducted, a conference will change participants' orientations, focusing them on mutual efforts and unity of goals.

The rewards to be gained by using the multi-disciplinary conference process to create a school and community substance abuse policy go far beyond the actual development and implementation of a useful policy. The rewards extend to an increased understanding and mutual respect both within and across disciplines. The conference can work to integrate community resources with those who can benefit from the resources. The conference will also foster a general appreciation for differences of perspective along with the knowledge that everyone is working toward a common goal. Even if the conference does not culminate in an implemented policy, the process itself will help to create an atmosphere conducive to multi-disciplinary policy development. A second effort at a later date may well succeed because the first effort set the wheels in motion.

The importance of a community approach to youthful substance abuse cannot be too strongly stressed. Of equal importance is a responsive and clearly delineated substance abuse policy and procedure. The conference process can be the impetus which will eventually create this multi-disciplinary policy.

PREVENTION

What Is Substance Abuse Prevention?

The Governor's Council on Drug and Alcohol Abuse defines prevention as planned strategies designed to preclude or reduce that use of drugs and alcohol which has a negative impact on the individual, the family, and the larger society. Negative impact includes the physical, mental or social consequences which result in the reduction of optimum functioning at home, in school, at work, or in the community.

Research and experience have shown that an approach to prevention which promotes a positive influence on the individual is more likely to foster a life style which excludes substance abuse. Positive influences on an individual's life style can be defined as those activities which foster self-understanding, improved interpersonal and human relations skills, enhanced ability to relate to social institutions and effective coping behaviors to deal with stress.

Prevention activities are targeted at the total population with emphasis on delivery of those services prior to the manifestation of inappropriate behaviors.

Prevention activities can be delivered through schools, media, family and/or community agencies and groups.

What Is Drug Education?

Drug information — teaching facts and figures about the consequences of drug use — is now known to be an ineffective prevention strategy when implemented by itself. Information alone is not enough. Young people can hardly be expected to refrain from illicitly using drugs because of potential dangers to their physical and mental health when they see adults taking equal risks with drugs of their choice.

Drug education is part of a developmental approach to prevention. Young people need structured opportunities for constructing their own positions on drug use. People need to know the consequences of their actions without having to experience them directly, especially when these consequences can be jail terms or expulsion from school or physical impairment. Drug information can play a role in young people's decisions about drugs, but it will only be one of many elements in such decisions.

Rather than simply provide information about drugs, then, the principle task of drug education is helping young people gain knowledge while considering questions about drug use in relation to their values, goals, and responsibilities. This kind of "curriculum" helps young people develop clear positions on drug use and helps them test these positions in hypothetical but realistic situations.

What Is Affective Education?

Affective education is an approach to education which strives to foster emotional development, i.e., the strengthening of self-esteem and intrapersonal and interpersonal skills. This approach helps people to "get in touch with their feelings" in order to communicate better with others and to understand themselves. Affective education is a logical response to the observation that although school districts invariably adopt as their universal goal the education of the "whole person," schools usually devote most of their time and energy to the education of the cognitive intellectual domain. Increasingly, however, educators are becoming aware that even basic cognitive skills are learned in the context of affective prerequisites; feelings always influence our learning capability.

Affective education is based on the premise that the skills associated with the affective domain can be taught and learned through conscious intent as well as by unconscious design. The school must be able to contribute to the development of these skills rather than ignoring the central role they play in achieving the goals of the educational process. Many young people encounter developmental problems, such as low self-esteem or communications problems, and an efficient way of helping them gain more awareness is in a supportive group setting.

Thus affective education in the schools is usually seen as being relevant not just to "high risk" students, but to all students. Merely growing up in today's tense rapidly growing pressured society creates new risks for all children that did not even exist as recently as a generation ago.

Several of the most important affective education techniques are briefly described below.

Values Clarification is based on the premise that only on the basis of clearly recognized values can people make conscious well informed choices and decisions. The values clarification process can be described as three basic steps: choosing freely from alternatives after carefully considering the consequences of each alternative; prizing — feeling positively about the choice and publicly affirming it; acting — manifesting the choice in action repeatedly and consistently.

Self-Esteem Building techniques include recognizing and accepting feelings such as joy, anger, fear, disappointment, or affection; sharing aspects of oneself with other group members; and encouraging acceptance of individual differences. Two self-esteem building programs are DUSO and Magic Circle (the Human Development Program). DUSO (Developing Understanding of Self and Others) is a kit designed for the primary grades that relies heavily on storytelling puppets, audio-tapes and songs. Magic Circle is a program that is more appropriate for the upper elementary grades requiring more concentration from the student and more focused listening skills than DUSO, since the main activity involves children talking and listening to each other regarding various topics.

Role Playing is a useful technique to help students understand problem situations or value conflicts through simulated experience. It enables students to empathize with people in positions that may be dramatically different from their own and it is also a way of getting close to a sensitive problem and testing solutions without taking any great risk.

Decision-Making and Problem Solving techniques are generally quite similar. Decision-making activities focus on individual problems or conflicts, while problem-solving activities usually deal with group problems or conflicts. Whatever the level, individual decision-making and group problem-solving involve a series of readily identifiable steps: define the problem or conflict; list the possible choices or alternative ways of resolving the problem or conflict; investigate the consequences of each resolution; and choose the alternative that is most satisfying to the individual or group.

Peer and Cross-Age Tutoring and Counseling are based on the premise that throughout modern society, adolescents encounter a dilemma. At a time when they are beginning to mature physically and emotionally, they discover that the role assigned them by society is "student" and that it will remain their assigned role for several years beyond the time when they are ready to make the transition to more functional roles. One of the traditional tasks of schools has been to reinforce this role of the student. Far too often students in school are required primarily to sit quietly, listen to adults talking to them, and commit to memory a high quantity of abstract information in which they may find little or no personal meaning. Peer and cross-age tutoring and counseling are ways of enabling students to assume adult roles; to become involved in their own learning and in someone else's learning; and to take on a "real world" responsibility within the artificially compartmentalized world of the school.

Peer Counseling deliberately focuses on affective development and frequently on personal problems while cognitive skill development is the primary concern of the tutoring relationship. Peer counseling is a support program that should seek to reach that segment of a school population that might not go to an adult for help with a particular problem. It should be designed to complement and supplement the existing guidance program. While the peer counselors are helping others, they are reinforcing their skill in interaction, becoming more aware of their own feelings, and growing as they help others grow.

At its best, affective education implies a completely new and different way of teaching. It works only when teachers believe in it, feel comfortable in the informal classroom atmosphere it requires, and are sensitive to and concerned about their students' non-academic concerns.

Affective education should not be viewed as a substitute for instruction in basic skills or other curriculum areas that are important to cognitive development. Ideally, affective education and cognitive education will truly balance each other.

What are Alternative Programs?

The alternatives approach is more of a concept than a specific set of techniques. Alternatives are those constructive involvements that act as meaningful options to drug and alcohol use. Some alternatives such as Boy Scouts and church groups are traditional community approaches to providing meaningful alternative involvements; others such as meditation and Aikido are more innovative. Alternatives range from emphasizing a worthwhile experience (communing with nature) to gaining clearly defined skills (Hatha yoga, photography).

Just as people have various needs for using drugs and alcohol, people derive different kinds of gratification from various alternatives. In good alternatives programming, unfulfilled needs are identified and non-drug means of meeting those needs are created.

Why Should The Education System Integrate Prevention Education Into Existing Educational Goals?

There is a marked incongruence between American public education and American society. The society is characterized by technological development, mass communication, diverse cultures, ecological problems, knowledge explosion and a democracy where individuals are assumed to have freedom of choice in making decisions. However, despite efforts at educational reforms, students are usually required to conform to a basic education program and are excluded from decisions about what they are and how they learn.

Students have become disillusioned with education as is evidenced by the high rate of drop-outs (40% nationally), absenteeism (30% or higher in some school systems), vandalism, and school violence.

The National Education Association, in a task force report on urban education, said that in 1972 vandalism costs equaled the total amount spent on text books in every school in the country — or enough money to hire 50,000 more teachers. Physical assaults on teachers and students have increased also. There has been an increase in suicides, the most extreme form of alienation, as well as alcohol and drug abuse among youth.

Schools are not the only reason for these problems, but schools are a large part of the child's world. Douglas Heath found that an increasing number of students reject the traditional authority in schools and refuse to accept requirements, grades, and competitiveness; they find little relevance between what is being taught and the problems they face in everyday life. As a result, students have become increasingly apathetic, bored, and uncommitted.[1]

When an individual's needs are not met, destructive behavior (including drug and alcohol abuse) may seem to be the solution for frustration, loneliness and alienation. Heath said, "Apathy, loneliness and meaninglessness challenge us to develop more integratively and so more humanly."[2]

How Can We Develop and Integrate Effective Prevention Education Into Existing Education Goals and Curriculum?

The key change agent in the educational process is the teacher. The aim of the state drug and alcohol prevention office in the area of school based prevention programming is to find ways to humanize teacher education, to provide training for teachers so that they will be better equipped to create a humanistic environment for their students. By impacting teachers, the prevention field can promote change in students so that they are less likely to feel the need to seek gratification through drug/alcohol abuse and other self-destructive behaviors.

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[1] Douglas M. Heath, "Student Alienation and School," School Review, 78 (4) : 515-28, August 1970.

[2] Ibid., p. 528.

In developing a model for humanizing the educational system, we must redefine responsibilities of teacher education and training programs.

Teacher education and training should be designed:

> To prepare teachers who can contribute to the child's affective and cognitive development; help the learner develop personal living skills; and help the learner acquire creative decision-making skills to cope with an increasingly complex world.
>
> To prepare teachers who can provide methods and develop techniques to make learning more relevant so that students see life as meaningful.
>
> To prepare teachers who can demonstrate that they care about young people as individuals and who are sensitive to students' non-academic needs as well as academic needs.

We believe the ultimate aim of education is to enable individuals and groups to develop their potential fully. A teacher who has skills in creative decision-making, enhancing self-concept, and valuing the responsibility of being a change agent, can help students cope with their feelings and needs when boredom, loneliness, family, and peer pressure tempt them to experiment with drugs and move towards destructive behaviors. Teacher education and training programs based on this assumption will encourage maximum self-direction and responsibility so that students will be more able to respond to problems and situations in a complex, changing society.

In an effort to enhance teacher education and training, the Division of Training and Prevention, Governor's Council on Drug and Alcohol Abuse, has developed an extensive network of teacher in-service training resources. Over the past six years, 5,000 school personnel have been trained through this network by locally based trainers located in each county.

The current Addictions Prevention Network (APN) is a cooperative program between the Governor's Council on Drug and Alcohol Abuse and the Pennsylvania Department of Education. The APN system is being regionally managed through four Intermediate Units with a central coordinator located at the Department. In-service training services are available through this in-service council structure.

The success of this in-service training network is based on the desire and willingness of school personnel to recognize the developmental needs of its students. Past experience has demonstrated that, given a supportive environment, teachers are able to adapt their teaching styles to facilitate growth in their students. [3]

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[3] William P. Mockovak, Ph.D., **Locally Based Training: An Evaluation of Trained Teachers in the Classroom**, June 1978.

REVIEW OF THE BASICS OF PREVENTIVE EDUCATION

Alcohol and Drug Education principles are based on the premises that:

1. a primary responsibility of the schools is to provide students with learning experiences and skills which will enable them to function successfully in a rapidly changing society without the use or abuse of alcohol or other drugs.
2. alcohol and drug abuse are serious social problems to which the school, as a primary influence in the socialization of children, must respond.
3. the response should be manifested in a carefully planned, well coordinated K–12 alcohol and drug education curriculum, the focus of such curriculum being the development of mentally, physically and socially healthy young people.
4. the most effective alcohol and drug education program is a synthesis of content (cognitive) and behavioral (affective) approaches adjusted to the needs and concerns of the students and community.
5. students, school personnel, parents and community resources should be involved in the planning, implementation and evaluation of the program.

Just as each school must analyze its own approach to intervention and discipline, it must also review the type and amount of prevention activity that occurs within its classrooms.

Drug and Alcohol education is encouraged in the Conceptual Guidelines for School Health Problems in Pennsylvania and prevention activity is consistent with the Goals of Quality Education, adopted by the State Board of Education.

The prevention material in this report delineates appropriate material and activity that should be available from grades K to 12. Assistance in developing activities and special programs is available from the SCA in each county.

CONSIDERATIONS FOR K–12 CURRICULUM DEVELOPMENT

GRADES K – 3

Purpose – Promote and Maintain Good Physical and Mental Health

Recommended Goals
- Children should be taught respect for medicines and other potentially dangerous drugs.
- Children need to know about common medicines and how they are used.
- Children should know the difference between candy and sugar-coated vitamins or aspirin.
- Children should learn that drugs used under a doctor's prescription for a definite illness are proper and beneficial.
- The concept that unknown substances might produce psychological or physiological harm should be developed (including another person's medicine or pills or substances offered by friends or found somewhere).

- The primary developmental task during this period is learning to deal with others socially and cooperatively. The teacher should help students develop understandings of why people do what they do, how to set personal goals, and why respect for rules and laws is important.
- Children should learn constructive alternatives for handling anger, fear, frustration, anxiety, loneliness, jealousy and prejudice.
- Children can begin to understand problem solving and decision making as a dynamic process.
- Children should learn what they do does affect others and is of concern to others.
- Children should learn that there is always more than one choice available; that each choice has its advantages/disadvantages in terms of positive or negative consequences. Each child should know that he/she must be ready to accept the consequences when he/she has made a decision.

GRADES 4 – 6

Purpose – Students Recognition That They are Responsible for Their Own Behavior and Decisions

Recommended Goals

- Students awareness of their increased responsibility for their own behavior and for the decision governing their personal alcohol and drug use that they will make in the near future.
- Students need to learn the various non-medical roles substances (alcohol and drugs) have in our society.
- Students should be presented with the potential hazards of alcohol and drugs to body systems and overall health.
- Concepts presented in earlier grades about mental health and life coping processes should be further developed (these concepts include how emotions affect behavior, the interactions between feelings and thought processes, the relationship between emotions and body, and the effects of self-image on reactions to criticism, praise or prejudice).
- The topics of problem solving, decision making, understanding, behavior, expressing feelings honestly and constructively, active listening, and group belonging and acceptance should be developed.
- Students will need to learn skills for successfully dealing with disapproval and rejections from significant others.
- Motives for using and not using drugs should be discussed. Children need to become familiar with the concepts of drug/alcohol dependence, drug/alcohol abuse, and the prevention of substance abuse.

GRADES 7 – 9

Purpose – Students Development of Self-Understanding and Effective Life Coping Skills

Recommended Goals

- The concept that human behavior is a response to meeting one's emotional, social, intellectual, moral or physical needs should be developed.
- The roles of family, peers and social institutions in influencing the individual's behavior and values should be explored. The personal and social controls on alcohol and drug use should be discussed within this behavioral context.
- Junior high students are becoming aware of the complex nature of an individual's behavior. They should recognize how emotional conflicts, unsatisfied needs and unrealistic expectations of self and others can cause developmental problems.

- Students should be presented with factual information about drugs and alcohol. The information should include discussions of known effects (good and bad). Students should know the various psychological, social and environmental factors that might modify the effects of a given dose of alcohol and drugs.

- Students should become informed consumers of prescription and non-prescription drugs.

- Students understanding of social development should include the respect of the rights and feelings of others, being dependable and reliable, and assuming the responsibility for one's behavior. The ability to think and to make decisions as a member of a group is part of social development. How one's self-concept and values affect behavior in groups should be discussed. Peer pressure to use alcohol and drugs should be related to these aspects of social development.

- Alcohol and drug use should be discussed as human behavior resulting from diverse motivations. Examinations of these motivations should include non-chemical alternative behaviors for meeting one's needs or resolving personal problems.

GRADES 10 – 12

Purpose – Students Understanding That Alcohol and Drug Abuse Are Social Issues Toward Which They As Young Adults Must Respond

Recommended Goals

- High school students should deal with the concept of multiple determinants of alcohol and drug abuse.

- Students should discuss how their values affect their personal behaviors and styles of decision making or problem solving. Adolescents can understand some of the long-range consequences of the decisions they make.

- Students are aware of their developing life styles. Their decisions related to personal use or non-use of alcohol and drugs should be examined in relationship to one's choice of life style. Students should consider how a life style which includes alcohol and drug use might infringe on the rights and welfare of others.

- Adolescents can discuss the role of parents in preventing alcohol and drug abuse among family members. Parenting skills, including family problem solving and communications, should be a topic discussed with students.

- Students are interested in alternative ways of meeting their needs and solving personal problems without using alcohol and drugs. Students need to see that these options exist.

- Factual information about drugs and alcohol presented in the earlier years should be further developed. Students should be informed of the effects and interactions of drugs (prescription and non-prescription) and alcohol on their physical and mental condition.

REFERENCE: Alcohol and Other Drugs: (K–12 Curriculum)
State of Iowa
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

GUIDELINE THREE

Policy Statement:

The Rights of Students Seeking Help for Alcohol and Other Drug Problems Must Be Protected as Proscribed by Law.

It is important that educators serve in a helping role to students who are seeking to overcome alcohol/drug abuse and/or dependency. Public School Law 7-410 encourages students to ask educators for help with drug abuse problems. The law protects the student and educator from disclosing any information discussed. Furthermore, Bylaw 13A.08.02, Individual Student Records, provides additional protection to students concerning information recorded in their school records. Public Law 93.579 (Title V USC Sec. 552A - The Buckley Amendment) also protects the confidentiality of school records. However this law applies only to records kept by the school. Any records transferred to an outside agency can be subpoenaed. However this should not discourage students from seeking help.

Public School Law 7-410:
Preservation of Rights of Student Seeking To Overcome Drug Abuse

(a) Inadmissibility of statement. — If a student seeks information to overcome any form of drug abuse, as defined in Article 43B.2(d) of the Code, from a teacher, counselor, principal, or other professional educator employed by an educational institution that has received a certificate of approval under 2-206 of this article, a statement, whether oral or written, made by the student or an observation or conclusion derived from the statement is not admissible against the student in any proceeding.

(b) Rules and regulations may not require disclosure of any report, statement, observation, conclusion, or other information that has been assembled or obtained by an educator through this contract. (An. Code 1957, art. 77s 85A; 1978, ch. 22 s.2.)

Teacher Involvement

A teacher, administrator, or counselor may respond to a student seeking help with a chemical dependency or abuse problem and cannot be compelled to use the information in a disciplinary manner. All school personnel should be aware of the distinction between students seeking help and those who are violating the law. All incidents regarding possession or distribution of alcohol/drugs should be reported by school personnel to the principal. This rule may not apply if the student seeks help for his/her drug problem. An educator who suspects alcohol/drug use, may approach the student with an offer to help, but the confidentiality law applies only if the student then asks for help.

In most instances, professional help from alcohol/drug treatment agencies should also be sought. Each educator should be aware of the professional help available to alcohol/drug-involved youth and should make use of these resources when needed.

As with any sensitive problem, any additional help should be sought without destroying the confidential relationship between student and educator. Students should know that there is a continuing concern on the part of the educator even when other resources are pursued. The impact of all efforts should be to constantly reinforce the help-seeking behavior of students with drug problems. If a student enlists the assistance of an educator, it is important that the educator should ask the student about any past or current counseling. Further suggestions regarding teacher/student counseling are found in the section entitled "The Helping Relationship."

Guidelines for Drug Abuse Counseling

Guidelines for drug abuse counseling were adopted by the Maryland State Board of Education as Resolution No. 1971-50. They should be used as basic guidelines by educators counseling students. The full text of the guidelines is included here. While it is established that educators who meet with students are under no legal duty to inform the parents about the students visit or drug abuse problem, every effort should be made to encourage the student to involve his/her parents in the problem.

GENERAL PROFESSIONAL GUIDELINES[2]

I. Every case in which a student seeks counseling or information from a professional educator to overcome drug abuse must be handled on an individual basis, which will depend upon the nature and particulars of the subject case. In determining what procedures might be appropriate, the educator from whom such information is sought should consider the following factors:
   A. Age of student
   B. Type of drug
   C. Intensity of involvement

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[2] *State Board Publication (1971). MSBE Resolution No. 1971-50.*

D. Sincerity of student and willingness to undertake appropriate treatment

E. Resources available

F. Parental involvement

II. As in any good helping relationship, the educator at the earliest appropriate time is encouraged to discuss the availability of other resources, his professional limitations, and the desirability of parental involvement. Decisions to include parents should be made *jointly by the student and educator,* unless in the judgment of the educator, the mental or physical health of the child is immediately and dangerously threatened.

III. The law on confidentiality places no duty on the part of educators to inform parents, administrators, or law enforcement personnel of the identity of students seeking help for overcoming drug abuse problems.

IV. While confidentiality is a major force in enhancing help-seeking by current or potential drug abusers, educators are cautioned to obtain professional medical advice or to refer the student to the appropriate available medical facility if there is an immediate and dangerous threat to the student's physical or mental health. As in the performance of any professional role, failure to act reasonably in a drug counseling case may subject the educator to civil liability.

V. Examples of immediate and dangerous threats to a student's health are loss of consciousness, severe intoxication, inability to communicate coherently, or threat of suicide.

VI. When an educator comes into possession of a substance suspected to be a drug, the material should be placed in the custody of the principal who will contact the appropriate law enforcement agency. When such suspected substances are received by any member of the school faculty, the following steps should be taken:

A. Immediately place the substance in an envelope or other container and label the container with date, time, and circumstances. *NOTE:* When such substances are acquired by an educator *during a counseling/information-seeking conference,* the name of the *student should not be indicated.* In all other instances where an educator comes into possession of drugs, the name of the individual should be carefully noted.

B. Do not taste the suspected substance under any circumstances.

C. At the earliest opportunity, turn the material over to the principal who in turn will keep it under lock and key.

D. The principal or person holding the substance in every case should notify the local or state police and turn over all substances.

E. The principal should give the educator a receipt stating the quantity of the drug. It should be remembered that no authority has been given to any school personnel to possess any prohibited drug or paraphernalia except during transfer to proper authorities.

BEST COPY AVAILABLE

VII. Helping role contacts with students seeking to overcome a drug problem should be held on school premises whenever possible.

VIII. If an educator feels incapable of providing adequate help for a student or feels his her counseling can no longer benefit the student, the educator and student should cooperatively seek additional professional help from available sources.

IX. Any written information pertaining to or about the information seeking counseling session should be regarded as the personal notes of the educator. No record should be kept in any official school file or folder.

X. All educators should have access to a list of local resources where students with drug problems may be referred for help. (It would also be beneficial to have in each school a drug resource person who could act as a sharing person to aid an educator involved in counseling a drug involved student.)

XI. In the general classroom situation, teachers should not attempt to diagnose symptoms of drug abuse. Because of the difficulty of determining such symptoms, it is suggested that any time a student is physically or mentally incapable of functioning properly in class, he should be sent to the school health facility where the usual school health referral procedures should be followed.

The Helping Relationship

Any educator—or almost anyone associated with the educational process—is often thrust suddenly into the "helping" role when interacting with young people today. The "generation gap" is accentuated by such factors as the nature of youth's discontent and the means by which it is expressed. Thus, philosophically, the adult and youth may find themselves hopelessly opposed as each says the other will "never understand." Their positions become emotionally polarized as the adult says, "Get out and never come back," and the youth says, "Okay." Thereafter, each retreats to the respective peer group and justifies action thus taken. This sad prototype of interaction occurs daily in homes and schools all over the state. Too often the nature of the apparently insoluable conflict has to do with drug abuse.

Youth today, by virtue of its sophistication, have an uncanny accuracy for directing their plea for help to sympathetic adults. This, of course, does not imply sincerity on the part of either participant. The adult who feels the need to be liked by all students should be aware that behavior resulting from this need to be liked may not be in the student's best interest.

The nature of the counseling process is the simultaneous differentiation of roles and merging of goals between the two participants. It is a microspectrum of parenthood, but is presumably carried out between a mature adult and a youth who are not burdened by adverse emotional investment in one another. The process is destined to fail if the youth's behavior is persistently justified at the expense of sincere introspection and if the adult agrees with this line of reasoning.

Students ask for personal help in drug matters in many ways. Sometimes the request is blunt: "I'm scared. I'm hooked on drug X." But more often the request is worded, "I know this guy who ____________," or "What would happen if ____________." Most often the questions come to the educator piecemeal as the student tests the response. Thus it is wise to employ similar rhetorical and abstract techniques in questioning and responding as those used by the student. For example, even if both teacher and student know that they are really talking about the student, it should be the student who says, "That other guy I've been telling you about is really me." The educator should never forget that the diplomatic handling of this initial, frustrating, tentative contact with the youngster may be life saving and that the youngster has chosen the educator in lieu of all other adults including the youth's parents.

The following are offered as very general guidelines for individual counseling with students who seek your help in matters related to drug abuse. They are not intended to preempt your personal experience or judgment.

I. *Initial Contact*—Some students may be evasive, talk in the third person, begin with a safe topic and generally test the educator for some indication of the interest, sincerity, strength and drug awareness. Others may be blunt and shocking in their first contact, but they may also be testing for the above conditions.

II. *Shock Material*—Chronic drug-involved students sometime attempt to shock the educator with a discussion of material which may seem initially overwhelming or appalling. Such material might include criminal behavior, severe depression, parental punishment, prostitution, or homosexual behavior. Educators who find themselves unable to evaluate the real versus exaggerated meaning of such revelations of a student should obtain the advice of a local resource person.

Confidentiality should be maintained despite this outside-the-relationship contact. It is desirable that the student be made aware of the specific contact or be generally aware that the educator is involved in professional sharing of material discussed.

III. *Third-Person Reference*—A student who refers to a "friend's" drug problem, may be talking about himself herself or may truly be talking about a friend and not want to be identified. If talking about a real friend, the student should be told of the educator's position relative to the existing legislative provisions, i.e., protection of divulged information, and requested to pass this legal information on to the drug-involved friend.

IV. *Referral*—No educator need feel locked into the role of confidential advisor to a student who asks for help in matters of drug abuse. Should a teacher, counselor, or administrator feel unable to help a youngster, the educator should attempt to refer the requesting student to a colleague or other available professional. After a helping relationship has begun, both the educator and the student have the option to cease further sessions together. At that point, the educator may suggest an appropriate referral. If there appears to be an imminent threat to the physical or mental health of the student and the relationship has been terminated, a report must be made to some responsible adult such as a parent, physician, or school administrator who can provide definitive help. It is desirable to inform the student of this.

V. *Why me?* The crucial ingredient in counseling is a trusting relationship. The student has generally chosen the educator as an adult advisor, and the reasons for that choice are usually unknown to both. The educator may have been presented as an authority by a fellow student or a colleague. The educator may have shown understanding in a personal or class discussion. The educator's appearance may remind the student of a trusted (or vulnerable) person previously known or the educator's own feelings for the student may have invited the confidence. Whatever the reasons for getting together in the one-to-one counseling role, the educator must take a careful look at those reasons. The initial question for a prospective teacher counselor has to be "Why me?"

VI. *Counseling Contract*—Thereafter, the educator must deal with the counseling contract. There has to be tactful honesty. This need not be so negative as, "I'm not sure that you've come to the right person, Johnny." A trusting kid is turned off in a hurry and likely agrees and walks off. The educator can start off with an honest bargain by saying, "I want to help you and I appreciate your trust in wanting to talk with me about this. I promise to listen to you and I'll do that with an open mind and no opinion about how bad or good drugs may be for you. I also promise to try to understand your point of view, no matter what you tell me. In return, I want you to tell me the whole story of you and drugs. I'm not interested in your supplier, just your habit. After you've finished, we'll talk about where we go from there. That means that you may be able to settle this between us or that we both may have to get help from someone else."

The counseling contract cannot contain definite bargains with absolute confining limits on the teacher like, "If I tell you, do you promise not to tell anyone?" The temptation to agree with such a bargain has been experienced by any adult confronted by a youngster in distress, but experience has likewise taught that refusal to compromise is both immediately and ultimately the more respected position.

VII. *Counselor Role*—First, when the student reveals opinions on the absolutes of right and wrong the teacher counselor has to avoid the traditional role of police or parent. The police are often perceived by youth as figures of arbitrary parental censure and prejudice and are often seen as dumb, uninformed, hypocritical, and impotent. Secondly, the teacher has to be aware of the testing procedure as the student reveals information (often erroneous) about "this pusher, dealer, pharmacist, doctor or clinic." Possibly, the most difficult adaption of the teacher counselor is avoiding the censuring parent role and at the same time avoiding the role of an adult advocating illegal or self-destructive behavior. Some students suggest personal forms of blackmail such as, "If you tell any of this," or "if you only knew what your own kids were using." The temptation to reveal one's normal parental concern is obvious, but this ploy may only be a testing procedure by the student sincerely seeking help while trying to discover the educator's degree of prejudice against drug abuse.

Summary of Student's Rights to Confidentiality

1. Maryland Public School Law 7-410 protects students who seek help from teachers, counselors, and other educators for overcoming drug problems.
2. A student can talk to a member of the school faculty about a drug problem and nothing said during the conference can be used against the student by the school, police, or courts.
3. The teacher or counselor is not required to report a student who comes for help with a drug problem.
4. Parents do not have to be notified that such a conference took place. However, every effort should be made to encourage students to involve their parents.
5. Parents do not have to be notified in the case of people under 18 seeking help for a drug problem from a physician, psychologist, hospital, or authorized drug abuse program.
6. When a student seeks help for a drug problem from a teacher, counselor, administrator, or other educator, no legal or school disciplinary action may be taken on the basis of this confidential communication. The confidentiality law protects a student's *statements* and the educator's *observations* during the help-seeking relationship.
7. The school officials cannot ignore illegal drug use. If a teacher, counselor, or principal finds a student bringing drug equipment to school, using, or carrying drugs, the educator must observe the drug laws and enforce school policy.

GUIDELINE SEVEN

Policy Statement:

Disciplinary Action Directed Toward a Student Who Violates Alcohol or Other Drug Policy Must Be Conducted in a Manner Which Insures That Student's Legal Rights.

General Principles for Disciplinary Action

Wide variation exists throughout the state in the action taken for alcohol and other drug abuse violations. Although it is not necessary to have identical policies in every school system, these policies must be clear and effective. Every local school system should examine the effectiveness of its policies and align them with the following principles:

1. If school personnel are aware of suspected drug activity, they are expected to report this activity to the principal (with the exception of cases where students are seeking help as addressed in Public School Law 7-410).
2. In all cases where the principal has determined that a suspension is warranted, the principal should be certain all due process procedures outlined by public school laws and local procedures are followed.
3. All alcohol/drug suspensions should be recorded cumulatively from year to year. This will allow the school to follow a student's progress and identify students with drug abuse problems. This recommendation requires that accurate records be maintained.
4. Students expelled from school should be readmitted only after the approval of the local board of education or designee.
5. All policies should insure that all students who are caught possessing or distributing alcohol/drugs on school campuses are offered help, especially if the student is in serious difficulties at school. The LEA must make every effort to find public or private agencies that will help the student toward a healthy and productive life.

Suspensions and Expulsions

The most common disciplinary action for alcohol or other drug offenses is suspension from school. It is not the only action which may be taken.

There are various alternatives to out-of-school suspensions. Students who are disorderly or violate school policy may be remanded to a special class, program, or school. The procedural requirements for assignment to these programs are not defined by statute and are not discussed here.

Maryland schools are allowed several types of suspension procedures according to law and bylaw.

Public School Law 7-304 Suspension and Expulsion

(a) Suspension for not longer than 5 school days.

(1) In accordance with the rules and regulations of the county board, each principal of a public school may suspend for cause, for not more than 5 days, any student in the school who is under the direction of the principal.

(2) The student or his parent or guardian promptly shall be given a conference with the principal and any other appropriate personnel during the suspension period.

(b) Suspension for more than 5 school days and expulsion.—At the request of a principal, a county superintendent may suspend a student for more than 5 school days or expel him.

(c) Procedure for more than 5-day suspension or expulsion.

(1) If a principal finds that a suspension of more than 5 school days or expulsion is warranted, he immediately shall report the matter in writing to the county superintendent.

(2) The county superintendent or his designated representative promptly shall make a thorough investigation of the matter.

(3) If after the investigation the county superintendent finds that a longer suspension or expulsion is warranted, he or his designated representative promptly shall arrange a conference with the student and his parents or guardian.

(4) If after the conference the county superintendent or his designated representative finds that a suspension of more than 10 school days or expulsion is warranted, the student or his parent or guardian may:

(i) Appeal to the county board within 10 days after the determination;

(ii) Be heard before the county board or its designated committee; and

(iii) Bring counsel and witnesses to the hearing.

(5) Unless a public hearing is requested by the parent or guardian of the student, a hearing shall be held out of the presence of all individuals except those whose presence is considered necessary or desirable by the board.

(6) The appeal to the county board does not stay the decision of the county superintendent.

(7) The decision of the county board is final.

Bylaw 13A.08.01.06 Disciplinary Action

A. Suspension and Expulsion

(1) In those instances where the behavior of a pupil is disruptive and detrimental to the operation of the school, the pupil may be suspended or expelled in accordance with the procedure set forth in Education Article 7-304.

(2) Before any cases of suspension, a student shall receive oral or written notice of the charges against him or her; if the pupil denies the charges, he or she shall have the right to an explanation of the evidence supporting the charges and an opportunity to present his or her side of the story. A pupil whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from school, provided that the notice and hearing required by this subsection is provided as soon as possible.

D. Temporary Suspension

The alternative to corporal punishment in case of last resort is the temporary suspension from school by the principal, with notice to the parent that an interview will be necessary before the pupil may return. In such cases, the local school authorities, whose approval is required to continue the suspension or to make it permanent, shall be notified at once of the suspension and the offense.

Due Process Concerns

In 1975, the Supreme Court set mandatory guidelines for minimal due process in school suspension incidents [Goss vs Lopez (419 US 565-1975)]. The guidelines follow:

- Immediate removal of a student would be permitted if the student's presence disrupts the teaching atmosphere, endangers other persons, or damages property.
- Within 24 hours, notice of suspension proceedings are to be sent to the (minor) student's parents.
- Within 72 hours of the student's removal, a hearing should be provided.
- Suspended students may make statements in their defense, but they need not be permitted to have counsel present at the hearing.
- The state's provision of free education to persons between the ages of six and 21 years is a property interest protected by the Fourteenth Amendment.
- Concerning a suspension from one to ten days, due process demands that a student be given oral written notice of the charges against him.
- Upon denial of the charges by a suspended student, the school administration shall present its evidence and give the student an opportunity to present his/her version.
- Notice and hearing generally precede a student's removal, but if urgency necessitates, such notice may follow as soon as practicable.
- The Due Process Clause will not shield a student from suspensions which are properly imposed. Suspension is considered to be a necessary tool to maintain order, as well as a valuable educational device.
- The court further explained that there need be no delay between the time given and the time of the hearing. The hearing may occur almost immediately following the misconduct.

— The Court directed its decision solely to the short-term suspension (one to ten days) and stated that expulsions may require more formal procedures.

Special Problems

In the case of emergency suspensions or temporary suspensions, the procedures are not defined. This can create the following problem: A student may be sent home by a principal with no third party involved. Students who experience difficulties getting their parents involved are left without an advocate or helper. If the parents do not appear, the student may not be reinstated, even if a five-day period or more elapses. The student is denied due process and, in fact, may fail the academic year without an opportunity to answer charges or even be charged. To deal with due process concerns in cases such as this, the following procedure is recommended in cases of emergency or temporary suspensions. This procedure in some cases exceeds and in all cases conforms to the Goss vs Lopez guidelines.

Procedural Recommendations

While there exist emergency situations in which a principal must be empowered to remove a student without delay, these cases are rare. In most cases the following procedure should be used:

— A student subject to suspension for alcohol/drug offenses will be given, if at all practical, an immediate pre-suspension conference with the principal and a guidance counselor or pupil personnel worker. The student will be told the reasons for the suspension at the conference.

— In the case of emergency procedures, if a student protests, the informal hearing need not precede the suspension but must occur as within 72 hours.

— After the pre-suspension conference, a formal notice will be sent to the parents or guardian of the student. The notice will establish a date, time, and location of a conference with the principal, student, parent(s), pupil personnel worker, and/or counselor. The suspension conference notice will be signed by the principal and sent to the student's home within 24 hours by certified or registered mail.

— Within 12 hours after the suspension, the principal is to phone the parent/guardian of the suspended student to inform them of the suspension conditions.

— All students suspended for alcohol/drug offenses will be encouraged to obtain appropriate treatment.

— If the student's parents or guardians do not respond within three days, the pupil personnel worker (if present at the pre-suspension conference) or the principal (if no pupil personnel worker is involved) must contact the student. At that time, alternative disciplinary actions must be considered which will be in the best interests of the child and the school and consistent with the law.

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